

DOCUMENT RESUME

ED 177 764

EC 121 115

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TITLE Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report 1978.
INSTITUTION Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE 78
NOTE 118p.
AVAILABLE FROM Wisconsin Vocational Studies Center, 964 Educational Sciences, 1025 West Johnson Street, Madison, Wisconsin 53706 (\$4.00)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Handicapped Children; *Inservice Teacher Education; *Instructional Materials; Teacher Workshops; *Vocational Education
IDENTIFIERS Wisconsin

ABSTRACT

The report analyzes progress of a project to provide inservice and instructional materials to help Wisconsin vocational teachers modify programs for handicapped students. The first section summarizes project accomplishments, including material collection, inservice activities, cooperation with other agencies, and development of audiovisuals on educating handicapped students. Three papers ("Modification of Regular Vocational Programs to Meet the Needs of Handicapped Students," "Effective Use of Resources and Materials in Working with Handicapped Students," and "Building Vocational Education for the Handicapped") presented at conferences are included. A third section lists a summary of inservice sessions provided, participants assessments, and brochures announcing project services. (CL)

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Modifying regular programs and developing curriculum
materials for the vocational education of the handicapped

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Progress Report 1978

Wisconsin Vocational Studies Center

University of Wisconsin-Madison

funded by

Wisconsin Board of Vocational, Technical and Adult Education

Project No. 19-001-151-147

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PREFACE

For the past four and one-half years the Wisconsin Vocational Studies Center has been involved in a project to provide inservice and instructional materials to Wisconsin's Vocational, Technical and Adult Education Districts. Major emphasis during the past year has been on helping vocational teachers modify programs for handicapped students and in the development, collection and dissemination of materials on the vocational education of handicapped students.

In the first two years of project operation, activities were directed toward creating an awareness of the needs of handicapped students. Inservice meetings and workshops for VTAE teachers and members of the "community" helped accomplish this task. "Communities" include VTAE teachers and administrators, secondary school personnel, agencies at both state and local level and other interested persons. During this time a collection of statewide and national vocational education resource materials on handicapped and special education were compiled. Several thousand copies of the bibliography listing these materials have been distributed and the collection is being widely used by Wisconsin educators. The current bibliography lists over 3,000 items. Many additional publications have been produced during the four and one-half years to aid teachers in the instruction of handicapped students.

Procedures and techniques for modifying vocational courses for handicapped students have become more clarified during the past project year. Future direction of the project calls for further development and dissemination of modification procedures and techniques for teacher use. This will be accomplished through multi-session inservice meetings and the development and collection of materials which will be of value to VTAE teachers as they teach handicapped students.

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Section I - Summary of Project Activities

Introduction

"Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped" was funded by the Wisconsin Board of Vocational, Technical and Adult Education for a period of July 1, 1977 to June 30, 1978 through the Vocational Amendment of 1976. The goal of the Handicapped Project has been to serve the VTAE districts as they provide educational services to the handicapped student. The "handicapped" are defined as those individuals with hearing, visual, physical, emotional, speech, mental and learning disabilities and those persons with drug and alcohol abuse problems and persons with correctional backgrounds. Service is also provided on the education of persons with language-cultural differences.

Project Accomplishments

Project staff concentrate on five major areas of service to VTAE districts and organizations in Wisconsin: 1) inservice meetings in VTAE districts; 2) collection of materials on handicapped and special education; 3) publications for use in working with handicapped persons; 4) consulting and advisory activities in VTAE districts; and exhibits at state and national programs and conferences. Details of these areas follow.

Cooperation With Other Agencies

Project staff view the education of handicapped students as not only a vocational school task but a task in which the total community should be involved. As a result many state and local agencies were involved to help provide a more complete service to handicapped persons in the community. It is vital that VTAE schools, secondary schools, human service agencies, employers and parents be involved in a "community" approach to educating handicapped students. Following is a listing of some of the cooperating agencies and organizations which project staff have involved in developing services to VTAE districts and project developments.

Assisting Agencies and Organizations

Wisconsin Board of Vocational, Technical and Adult Education
Wisconsin Department of Public Instruction
 Bureau for Exceptional Children
 Bureau for Career and Manpower Development
Wisconsin Department of Health and Social Services
 Division of Vocational Rehabilitation State and District Offices
 Division of Mental Hygiene
 Bureau for the Blind, Division of DVR
Vocational, Technical and Adult Education Districts
Community Services Board System in Wisconsin
UW-Stout, UW-Eau Claire, UW-Oshkosh, UW-Stevens Point
Mendota Mental Health Institute
Headwaters Regional Achievement Center-Rhineland
CESA Districts
Wisconsin Service Bureau for the Deaf
Wisconsin Association of Retarded Citizens
Wisconsin Public Schools
 Local Vocational Education Coordinators
 Special Education Coordinators
 Administrators and Teachers
Minnesota Instructional Materials Center
University of Wisconsin-Madison
 Department of Educational Administration
 Department of Behavioral Disabilities
 Wis. Voc. Studies Center Policy Recommending Committee
Currative Workshop of Milwaukee
Jewish Vocational Services of Milwaukee
System Sciences, Inc., Chapel Hill, North Carolina
ADVOCAP, Supported Work Program, Oshkosh, Wisconsin
La Raza, Inc., Title I-Migrant, Appleton, Wisconsin
Wisconsin Epilepsy Foundation
Madison Public School System
Presidents Committee on Employment of the Handicapped
Golner Precision Products, Inc., Hartland, Wisconsin
Dane County Community Services Board
Madison Opportunity Center
Governors Committee on People With Disabilities
UW Dept. of Social Work
Lutheran Hospital - LaCrosse
DVR District Offices - LaCrosse
LaCrosse Public Schools
National Center For Research In Vocational Education
Madison Association of Retarded Citizens
American Institute For Research
Virginia Polytechnic Institute
George Washington University
Mid-East Regional Resource Center, Washington, D.C.

Inservice Activities in the VTAE Districts

Since the initial Modification Project began in 1973 the content and direction of inservice offerings has been gradually changing. During the early stages of the project, the emphasis was on helping VTAE personnel and communities become aware of the needs, characteristics and capabilities of handicapped people. As the awareness of teachers gradually increased teachers and administrators began requesting inservice meetings on what could actually be done by teachers in the classroom to help handicapped students. This request resulted in the development of an inservice course on "Program Modification and Prescriptive Teaching For Handicapped Students." The course usually consists of twelve, two hour sessions and is held in a VTAE district over a period of twelve weeks. Ten such courses have been conducted in the VTAE districts.

Prospective Course participants are asked to complete a pre-class survey to determine specific teacher and administration needs in educating handicapped persons. (See Survey on following page). Project staff then proceed to develop a course to meet the specific needs of the class members. Workshop agendas and the evaluations of these workshops are found in Section III.

In addition to the professional development courses project staff held inservice meetings or Informal Resource Centers in nearly all VTAE districts. The Informal Resource Centers involved setting up an exhibit of a sample of publications and audio-visual aids on educating handicapped students in the VTAE school. Project staff and VTAE district personnel cooperated in inviting VTAE teachers, secondary teachers, human service agency personnel, parents and others to attend the exhibit and visit with project staff members on educating handicapped students. A copy of brochures inviting people to visit the "Informal Resource Centers" can be found in Section III. A list of inservice meetings with VTAE districts follow.

Inservice Meetings Conducted For VTAE Personnel

September 20, 1977 to December 6, 1977	12 session Inservice Course at Lakeshore Technical Institute
Dec. 19, 1977	Legal Aspects of Educating Handicapped People. South- western Vocational Technical Institute

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

Name _____

Job Position _____

CLASS SURVEY

**Professional Development Course on
Program Modification and Prescriptive Teaching for Handicapped Students**

Please review the following topic areas and mark those that you would most like to learn more about:

Disability Areas Training Content Areas	Physical Disability	Mental Disability	Hearing Impairment	Visual Impairment	Emotional Disturbance	Learning Disability	Drug/Alcohol Dependency	Speech Disability	Ex-Offenders	Language/Cultural Disability	Multiple Disabilities
Awareness of Needs, Characteristics, and Capabilities											
Evaluation: Strategy, Techniques, Utilization											
Adaptation of Classroom and Building Facilities											
Modifying Curricula Appropriately											
Specialized Teaching Techniques											
Job Placement Strategies											
Role of Other Agencies in Serving People with Handicaps											

1. What specific objective do you wish to achieve in this course?
2. Have you had handicapped students in your classes?
3. What are some of the problems which you had in teaching the handicapped?
4. What formal training and/or work experience have you had with handicapped students?
5. Please list the resource persons whom you feel would contribute to the success of the class.

January 23 to April 17, 1978	12 session inservice course at Madison Area Technical College, Madison
January 31 to April 24	12 session inservice course at Milwaukee Area Technical College, Milwaukee
February 10 and 11	Exhibit - Special Education Con- ference, Oshkosh, Wisconsin
April 5	Informal Resource Center at District One Technical Institute
April 6	Informal Resource Center at Midstate Technical Institute
April 19	One Day Inservice Resource Center at Nicolet College and Technical Institute
April 20	Informal Resource Center at Northeast Wisconsin Technical Institute
April 25	Informal Resource Center at Gateway Technical Institute
April 26	Informal Resource Center at Gateway Technical Institute
May 3	Inservice for MATC Administrative Staff at Milwaukee Area Technical College
May 4	Presentations on Placement for Handicapped Students, Placement Conference, Madison
May 9	Informal Resource Center at Western Wisconsin Technical Institute
May 10	Informal Resource Center at Indianhead Technical Institute
May 11	Informal Resource Center at Indian- head Technical Institute
May 16	Informal Resource Center at Black- hawk Technical Institute
May 30 to June 2	Four day inservice workshop at Milwaukee Area Technical College

June 7 Career Education of Handicapped-
Legislation, Career Education
Conference, Madison

June 27-30 Four day inservice workshop at
Western Wisconsin Technical
Institute

Collection of Materials For Handicapped and Special Education

A continuous search for vocational materials on the education of handicapped students is conducted by project staff for the Vocational Materials Resource Center. There are currently over 3,000 items which have been collected by project staff and which are available on a free loan basis to Wisconsin teachers. The distribution has been financed in part by the Wisconsin Department of Public Instruction. The publication Vocational Education Resource Materials, A Bibliography of Materials For Handicapped and Special Education Third Edition, 1978, contains a listing of over 3,000 items.

The goals of the collection of materials on educating handicapped persons are fourfold! 1) collect materials which assist in the modification of regular programs; 2) provide information relative to existing national programs which may be of value to Wisconsin programs; 3) to provide curriculum materials and audio-visual aids designed for use with handicapped students and 4) disseminate these materials to Wisconsin teachers.

Project Publications for Use with Handicapped Persons

Vocational Education Resource Materials, A Bibliography of Materials For Handicapped and Special Education Third Edition, 1978. Contains over 3,000 items.

1977-1978 Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts. Contains a listing of 150 vocational/career programs funded by the Wisconsin Board of Vocational, Technical and Adult Education and Wisconsin's 16 VTAE districts.

A series of publications entitled It's About Time The Needs of the Handicapped Came Out in the Open is under development. The following publications on specific disabilities have been completed and can be obtained from the Center.

It's About Time Emotional Disturbance Came Out In The Open

It's About Time Visual Impairments Came Out In The Open

It's About Time Hearing Impairments Came Out In The Open

It's About Time Alcohol Abuse Came Out In The Open

It's About Time Drug Abuse Came Out In The Open

It's About Time Physical Disabilities Part I Came Out In The Open - amputation, monoplegia, hemiplegia, triplegia, quadriplegia, paraplegia

It's About Time Physical Disabilities Part II Came Out In The Open - cerebral palsy, multiple sclerosis, muscular dystrophy, spina bifida

It's About Time Physical Disabilities Part III Came Out In The Open - aphasia, cystic fibrosis, epilepsy

Handicapped Persons In Wisconsin's Vocational, Technical and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.

Identifying Handicapped Students and Their Vocational Needs For 1977-1982.

Program Evaluation and Planning For The Vocational Education of The Handicapped: Secondary, Post Secondary Articulation.

Film/Tape Audio Visuals on Educating Handicapped Students

A series of eight film/tape productions is under development for use by teachers and administrators on the vocational education of handicapped students. Each presentation is from 15-18 minutes in length and contains 150-175 visuals. The disability area and the film title are listed below. Copies will be available for distribution in the Fall of 1978.

<u>Disability Area</u>	<u>Film Title</u>
Learning	"Take To The Open Road"
Emotional	"Disturbed? Who's Disturbed?"
Mental	"Unaccustomed As I Am"
Hearing	"Feel Not Good"
Visual	"Placement By Disability"
Physical	"Willing To Try"
Students Who Are Failing	"Square Peg, Round Hole"
Modification	"Modifying Vocational Programs"

State and National Conference and Advisory Activities

Many individuals have asked project staff members for services relating to instruction materials and help in developing vocational programs for handicapped students. Copies of some of these presentations can be found in Section II.

FUTURE DIRECTIONS

The project staff will continue to emphasize the modification of regular vocational programs for handicapped students. The inservice course on "Program Modification For The Vocational Education of Handicapped Students" will be a major tool in the inservice training of vocational teachers. Continuous effort will be made to provide teachers with efficient methods and materials for program modification.

Additional publications in the "About Time" series will be developed and a supplement to the Third Edition of the Bibliography of Resource Materials will be developed to allow teachers to learn about and use newly acquired materials. More "Informal Resource Centers" will be conducted for VTAE and community personnel to help in the distribution of the materials.

The goal of the project will be to provide continued service to Wisconsin's VTAE Districts as they continually increase services to handicapped persons.

SECTION II - PRESENTATIONS AT MEETINGS AND CONFERENCES

Modification of Regular Vocational Programs to Meet the Needs of the Handicapped Students

Delivered to

The Conference on Mainstreaming Handicapped
Students in Vocational Education

Virginia Polytechnic Institute and
State University
Blacksburg, Virginia
February 17, 1978

By

Lloyd W. Tindall
Wisconsin Vocational Studies Center
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Educators are very adept at holding many conventions, conferences and inservice meetings. Much of our time has been centered on certain key words which have evolved into state and national causes to help us do a better job in teaching our students. Such terms or concepts as communication, empathy, transactional analysis, transcendental meditation, and assertiveness have permeated our thinking. Most of the meetings and conferences we have held to discuss these concepts have not yielded the desired results, especially for handicapped students. We're still uptight, can't communicate with each other--let alone our students, we lack empathy, and are assertive as bulldogs.

Why bring another word and it's accompanying implications into our educational jargon? Why not? Modification is a word which means to make a small adjustment or alteration. Haven't we been modifying just about everything in our lives the past few years? For example we have modified our cars, airplanes, guns, cloths, food, rivers, oceans and use drugs to modify our minds.

So why not make that small adjustment or alteration on our vocational programs to help handicapped students learn an employable skill which can be used to obtain employment and to enter the mainstream of society?

Lets look briefly at a current existing situation of what is happening to handicapped students in Wisconsin. Figures from the Wisconsin Department of Public Instruction reveal that a huge drop in the number of handicapped students ages 14-20 enrolled in the public school system is taking place between grades nine and twelve. See chart below.

<u>Primary Handicap</u>	<u>Age Ranges</u>		
	<u>14-16</u>	<u>17-18</u>	<u>19-20</u>
EMR	4,362	2,373	557
E.D.	1,381	379	48
L.D.	2,452	484	55
	8,195	5,236	660

In schools where the overall dropout rate from grades 9-12 is less than five percent the rate of dropout for handicapped students is 40%. Why?

A recent study involving 3200 handicapped students ages 14-20 in Wisconsin's Public School system sheds light on some of the reasons we are not educating and retaining handicapped students. Of the 3200 students, 21% were found to learn by tactual methods, 19% by auditory methods, 22% by visual methods and 37% by either auditory or visual teaching methods. The students surveyed had handicaps in just about every cognitive, affective and psychomotor area. I believe that modified vocational programs could have retained the majority of these students by just teaching the way these handicapped students learn. I further believe that this situation is not just a Wisconsin phenomenon but exists nationally.

Lets try to place our resources into proper perspective and see what is needed to modify vocational programs for handicapped students. The

modification process should include a broad range of people and services in our educational system and our communities. (See Modification Process Model). The whole modification process centers around the development of an educational prescription of what needs to be modified and then carrying out or fulfilling the prescription. A medical doctor would not give out a prescription without diagnosing the symptoms. Neither can we as vocational educators make an intelligent educational prescription to fulfill the vocational needs of the handicapped student unless we know the symptoms and the causes. Furthermore an M.D. would not give out a prescription at random but only to a specific patient.

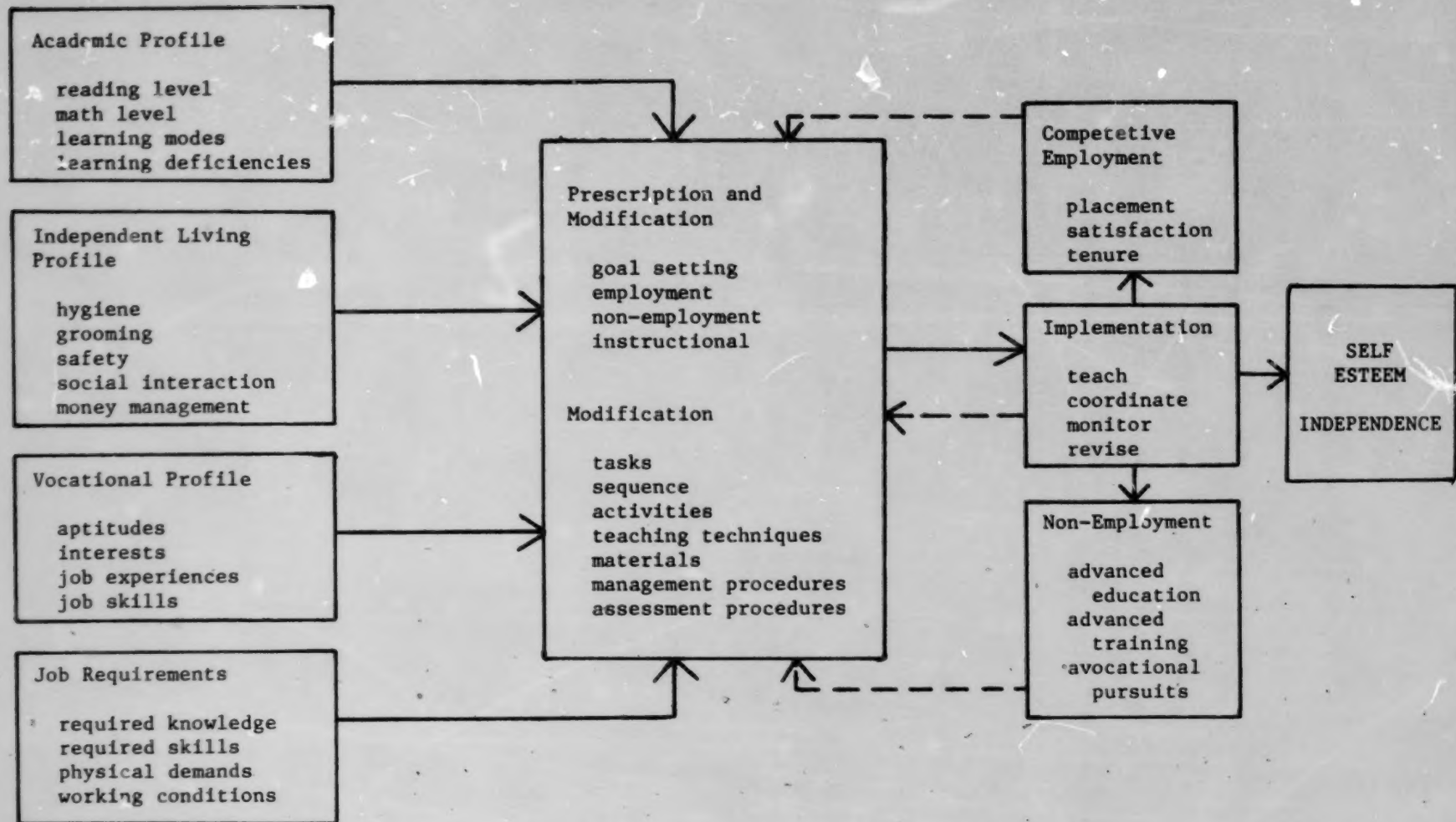
Think about a specific student with a definite disability and see if you know enough about that student to make a decision which is going to modify his or her very life. What do you know about his or her academic, independent living and vocational profiles? What type of employment would best suit the student? What are the student's interests? These questions must be answered before a viable vocational education prescription can be written.

Now before you go out and compile large volumes of information about the student you have in mind I must warn you that you should seek out only that which is necessary. It is a waste of time to collect unnecessary information.

The prescription should contain the appropriate responses in the following areas:

1. The desired academic, independent living and vocational profiles
2. The employment or non-employment goals
3. The employable skills to be learned

**MODIFICATION PROCESS MODEL
FOR THE
VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS**



Wisconsin Vocational Studies Center
University of Wisconsin-Madison

4. Materials and equipment to be modified
5. Teaching methods, techniques and procedures to use
6. Student evaluation techniques to use
7. Request for help in the academic and independent living skill areas.

Modifications must be varied according to each particular student and in each disability area. To show you the broad range of information which can be acquired I have included a copy of what we call the "Checkerboard Survey". This gives us a picture of the type of information desired by teachers who attend our multi-session inservice courses on "Program Modification and Prescriptive Teaching for the Vocational Education of Handicapped Students". The survey is completed by prospective class members and the ensuing course is then developed around specific needs. This makes sure that we practice what we preach when it comes to serving student (teacher) needs.

Our next step is the actual modification of the course to be taught. We carry out our prescription in two ways, first the general overall approach to teaching the course which contains the handicapped students and second the specific day to day class modifications which are needed.

For the purposes of our discussion today we will consider the modifications needed for students who are learning disabled. Although there are specific items which need to be considered for each disability group, the learning disabilities techniques are applicable to a broad range of other disability areas, especially, mental and emotional and specific hearing and visual disabilities.

As we discuss the following charts you hopefully will begin to acquire some ideas which you can use in your classroom activities.

Visuals on Teaching The Learning Disabled

A - WHAT'S IT LIKE TO BE LEARNING DISABLED?

1. Daer Ot Drah Si Siht
2. Thxs Sx Hxrd Tx Rxxd
6. If you Change + to -, + to X, - to +; and X to +
What is $6 + 2 + 1 \times 4 - 1 = ?$
- a. The Swim Fish Coming?
4. Who Will Foot the Bill? (Conceptualization)
- II. Hyper-Activity

B - FIND THE OPEN ROAD

1. Auditory Ave.
 2. Vision St.
 3. Road Closed
 4. Detour
 5. Tactile Lane
- THE LEARNING ROAD

C - DISTRACTABILITY CLUES

1. Break in Thought
2. Poor Organization
3. Difficulty in Selection
4. Lack of Resourcefulness
5. Overlooking

D - CHANGING ATTITUDES OF L.D. CLASSMATES

1. Seek Help From Class
2. Explain Disability to Class
3. Emphasize Positive Qualities
4. Be Aware of Own Inadequacies
5. Helping Versus Doing It For Them

E - CHANGING ATTITUDES OF L.D. STUDENTS

1. Acceptance of Disability
2. Plan Realistic Goals With Potential Available
3. Explain Acceptance of Disability & Allowing Disability
to be a Handicap
4. Plan for Successes
5. Acceptance by Teacher and Students

F - TEACHING TIPS

1. Assess Early
2. Set Standards
3. Allow More Time
4. Individual Help

5. Encourage Questions
6. Beware of Missed Information
7. Oral Tests
8. Seek Outside Help

G - VISUAL LEARNERS

1. Mind Pictures
2. Look - Say
3. Flash Cards - Math
4. Use Color - Notes
Underlining
5. Make Lists
 - A. _____
 - B. _____
 - C. _____
 - D. _____
6. Notes to Self

H - AUDITORY LEARNERS

Tune in on Voices

1. Tapes
2. Others Read
3. Say What is in Your Head
4. Read Slowly
5. Spelling - Say It
6. Try to Hear the Answer

G - TACTUAL LEARNERS

Visuals on Teaching The Emotionally Disturbed

A - MENTAL HEALTH

1. Considerate
2. Self Acceptance
3. Goal Directed
4. Flexibility
5. Relaxed
6. Realistic

B - ABILITY TO:

1. Laugh at Self
2. Handle Hostility Appropriately
3. Handle Stress
4. Love
5. Relate Warmly to Others

C - THINGS TO WATCH FOR:

1. Severe Depression
2. Marked Changes in Personality
3. Difficulty in Controlling Thought
4. A Sharp Slump in Academic Performance
5. High Level Anxiety
6. Abrupt and Unexplainable Changes
7. Unfounded Physical Complaints
8. Loss of Self-Confidence Self-Reliance or Self-Esteem
9. Increasing Withdrawal
10. Excesses

D - COMMUNICATING WITH THE EMOTIONALLY DISTURBED

1. Listen
2. Be Attentive
3. Cautiously Give Advice
4. Avoid Judging
5. Avoid Relating to Own Experience
6. Create a Comfortable Atmosphere
7. Examine Personal Attitudes
8. Avoid Labeling
9. Develop Rapport
10. Reduce Anxiety
11. Provide Support
12. Model the Behavior Desired
13. Listen
14. Praise
15. Ignore

E - TEACHING THE EMOTIONALLY DISTURBED

1. Stop the World
2. Remove the Student From the Situation
3. ASK Don't Command
4. Determine Details of the Situation
5. Structure Alternatives
6. Formulate a Plan of Action
7. Forewarn of Difficult Situations
8. Provide a Step-By-Step Approach to the Goal
9. Provide Cues
10. Be Consistent

The learning climate of your classroom will be dramatically modified for the better if all of the above concepts are incorporated into your everyday classroom teaching procedures.

Now for the specific course modifications which are needed. First we should not be teaching tasks to handicapped persons which cannot be used or which are of little value on the job. Second, we should know which tasks are most important to the job and sequence these tasks into a format in which the most important tasks to employment are learned first.

For your specific vocational curriculum area select an existing breakdown of tasks or performance guide which outlines the tasks which your handicapped student wishes to accomplish. If no such task analysis or performance guides exist in your area, visit the job site and develop your own lists of sequenced tasks to be learned by the handicapped student.

For those who do not have a handy list of sequenced task in their vocational area, I might suggest the V-TECS System, (Vocational-Technical Education-Consortium of States, Performance Objectives, Criterion-Referenced Measures and Performance Guides). Over 35 vocational titles are now completed. Virginia is a consortium member and VPI staff have contributed to the development of the V-TECS modules.

These materials and others like them were not specifically designed with handicapped students in mind, however VTECS materials do provide sequenced performance guides, which in turn provide teachers of handicapped students with a starting base from which to develop modifications.

Lets look at an example of the performance guides for applying anti-corrosion materials to an automobile which is being prepared for painting:¹

Performance Guide

1. Inspect rusted area to be treated
2. Procure metal conditioner
3. Use rubber gloves and goggles
4. Dilute metal conditioner according to manufacturer's specifications.
5. Apply with brush or sponge
6. Scrub area with steel wool, sandpaper or stiff brush.
7. Wipe conditioner dry while area is still wet, using clean dry cloths.
8. Allow to dry 10 minutes before applying primer surfacer.

Before we discuss using performance guides lets look at an even simpler example of a performance guide for removing and replacing seat and shoulder belts.²

Performance Guide

1. Inspect seat belts and shoulder harness
2. Select proper tools
3. Remove retainer bolts from belts and shoulder harness and remove worn or defective belts.
4. Install replacement belts.

¹ A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Auto Body Repairmen VTECS-Vocational-Technical Education Consortium of States. State of Florida Department of Education. Tallahassee, Florida.

² A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Auto Body Repairmen VTECS-Vocational-Technical Education Consortium of States. State of Florida Department of Education. Tallahassee, Florida.

Now go back to your learning disabled student or your educable mentally retarded student and try to visualize how each performance guide could be taught. What type of audio, visual or tactile methods could be used to teach each specific performance guide? Could you use video tapes, transparencies, flash cards, cassette tapes, charts or role playing situations to best teach your student? I'm sure that with a little imagination you could teach everyone of your students how to apply the anti-corrosion materials or how to replace seat and shoulder belts. All that remains is to select an appropriate method of student feedback on what has been learned.

Modification of vocational programs is not a difficult task. Handicapped students can learn and we can learn to teach them in the manner in which they learn best. More time and money will be necessary. This does not mean that we are decreasing the quality of work expected from handicapped people. It may mean a decrease in quantity of work and a redesigning of jobs. Such job redesigning would allow the handicapped person to do those tasks which he or she is capable and assign the other tasks to a person who could do them.

Modifying vocational programs for handicapped students needs to be placed in the proper perspective. Approaching the problem by developing the prescription and then carrying out the prescription by making the proper modifications is a logical and practical method for us to follow. There is nothing really new in the modification of vocational programs for handicapped students. It's mostly a matter of remembering and practicing some of the old tried and proven teaching approaches which for some reason have been lost or forgotten. I wish you much success as you proceed to to modify your courses for Handicapped students. You will be rewarded by seeing a whole new group of citizens entering the mainstream of our society.

Effective Use of Resources and Materials in
Working with Handicapped Students

Delivered at the

Conference on Mainstreaming Handicapped
Students in Vocational Education

Virginia Polytechnic Institute and
State University
Blacksburg, Virginia
February 18, 1978

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Wisconsin Vocational Studies Center
University of Wisconsin - Madison

To effectively serve handicapped students, mainstream educators must modify their teaching methods, materials and classroom management procedures. A coherent framework by which to approach such modifications is provided by the instructional process known as diagnostic prescriptive teaching. This method is a form of individualized instruction which stresses the necessity of meeting the specific needs of students by systematically varying the content, objectives, activities and time factors involved in the teaching process (Charles 1976). Brown and York (1974) describe the diagnostic prescriptive teaching process as an instructional program which is comprised of at least four components: content, methods, materials and measurements. They feel that "methods" refers to the manner in which a teacher arranges the instructional environment, including the teacher's own behavior. These arrangements must enable the instructor to empirically verify the student's development. Brown and York also feel that instructional materials should be generated after the instructional objectives for a given student are specified. Moran (1975) lists 9 steps which he considers integral to the effective utilization of the diagnostic-prescriptive approach to instruction.

1. evaluate prior data;
2. conduct informal assessments;
3. set priorities for remediation;
4. formulate behavioral objectives;
5. select methods and materials;
6. develop a time line for the program;
7. implement the prescription;
8. evaluate the prescription;
9. modify the prescription and implement it again.

In both of the above formulations, instructional materials are integral to the success of the approach. However, neither author stressed the manner in which one integrates appropriate instructional materials into the educational process. If the purpose of instructional materials is to facilitate the educational process and maximize learning, then it is imperative that an instructor systematize his or her use of these materials. Because "instructional materials" can include any tangible means - auditory, visual, or tactile- which help the learner achieve specific instructional objectives (Belland and Rothenberg 1973), the instructor must first determine a) the content to be taught and b) the process by which it will be taught. Content will usually take the form of instructional objectives which express the skills, facts, concepts or affective orientations to be assimilated and developed by the student. The process is the sequence of teacher-student behavior and interaction which will be employed to achieve the learning objectives. In selecting or developing instructional materials, the instructor must not only analyze their suitability as vehicles for the content to be mastered but also examine

their suitability to the instructional process which he or she has (ideally) specified prior to the start of instruction.

Considerations when seeking or developing instructional materials which are compatible with the specified process objectives include the following:

1. Will the student, the teacher or both use the same materials?
2. What type of feedback concerning progress should be provided?
3. Will the student work independently when using the materials or will the student be involved in a close interaction with the instructor?
4. Will the materials be used in a group or an individual setting?
5. What preparatory activities must the teacher perform (before class and as a prelude during class) in order to insure that the materials will in fact maximize learning?
6. What follow-up activities must be performed by the instructor, the student or both in order to derive the fullest educational benefit from the materials used?

In developing or adapting materials for students with handicaps, the instructor should consider several factors which could influence the effectiveness of educational materials in a given context:

1. the reading level (if relevant) of the materials vs. the reading level of the intended user;
2. the intended user's preferred learning modes (auditory, visual, tactile or combination);
3. the intended user's deficient learning modes (whether caused by specific learning disabilities, visual impairment, hearing impairment, physical involvement, or other handicapping conditions);
4. the amount of time likely to be needed by the student to process and utilize the materials under consideration;
5. the degree of skill required of the instructor for effective utilization of the materials (sophisticated values clarification exercises, for example, could be at best ineffective or at worst detrimental in the hands of a rigid, inhibited educator);

6. cost factors in relation to the significance of expected outcomes (cost includes not only money but also time, effort, and emotional investment on the part of both learner and teacher).

But the use of instructional materials cannot be effectively explained or described in general terms. If the purpose of a given instructional material is to facilitate and maximize learning, its utility must be considered in the light of the answer to the question: With which instructional materials of what type will I as instructor be most effective in achieving this instructional outcome with that individual student who displays those specific learning characteristics, in the light of my given levels of instructional skill in specific aspects of the instructional process? Or, more simply, the worth of any instructional material can be determined, not in isolation, but in relation to the instructional objectives set for a given student with certain characteristics who is under the guidance of a teacher with a certain level of professional skill.

To illustrate various purposes which specific instructional materials can serve, I would like to sketch some of the ways in which instructional materials are used in the inservice training sessions conducted for vocational educators by the Modification Project of the Wisconsin Vocational Studies Center.

The first major use of materials is to instill awareness of a disability, what can be done to help overcome its effects on learning, and how it can be done. We use the film entitled "If a Boy Can't Learn" to illustrate the learning problems of a person who exhibits severe learning disabilities, the diagnostic processes used by specialists, and the instructional strategies employed by the youth's teachers to help him. The key points of the

film are integrated into the total presentation by helping instructors develop an informal assessment procedure for use with their own students.

The second use of materials is for "awareness-plus-discrimination" learning. An example of this would be the use of a film entitled "Act II-Lindsay" to illustrate various patterns of interaction and communication between a troubled adolescent, her parents and her teacher. The trainees are prepared for this exercise by group activities designed to sensitize them to different types and styles of communication.

The third use of materials in our inservice setting is to summarize key points. One vehicle for this consists of 2'x3' charts which illustrate the key points concerning different disabilities.

Materials are also used to provide a framework for discussion or small group brainstorming. The above mentioned charts could also serve in this capacity. Other materials used for this purpose include short case histories of persons "who will be entering your class next semester".

The fifth use is to outline content. An example here would be overhead transparencies used to enumerate the warning signs of alcoholism on the factors which influence a drug's effects on a user. Such materials could obviously be used for other purposes also, including summarization or discussion.

The sixth way in which we use materials in our inservice program is as a vehicle to provide a simulation experience designed to illicit empathy for and emotional understanding of someone who is disabled. Examples here would include a tracing exercise to simulate the frustrations of students who have certain learning disabilities, and an academic failure

experience based on exercises which at first appear deceptively easy. The latter is an excellent vehicle to evoke feelings similar to those experienced by a slow learner or retarded person who attempts to cope with material which doesn't look hard but which has not been adapted to meet his or her needs. The trainees' feelings are explored after their experience and compared to the experiences of students who try hard yet fail. This exercise brings home both the necessity of and benefits to be derived from adapting material to suit the individual needs of students.

The seventh way in which we utilize materials during inservice training sensitizes participants to the power of their expectations (conscious or otherwise) on their own attitudes and feelings. A common "material" utilized for this purpose is the instructor. The most effective format consists of one speaker getting the attention of the group and introducing the second instructor, who then fails to meet the trainees' expectations of what an instructor should do by pacing, gazing out the window, handling objects, or performing other innocuous yet unforeseen behavior. After a very short time, the second instructor returns to "normal" and integrates the trainees' experience by eliciting their feelings (usually anxiety, discomfort, irritation and finally relief when he does "return to normal") and leading them to the insight that students who "don't act like students" could, and probably do, have similar unpleasant effects on them, to which they in turn would most likely respond in a non-productive fashion.

The eighth use of instructional materials attempts to sensitize participants to the existence of their perceptual sets and the necessity

to concentrate on verbal and non verbal communication cues. A simple yet effective way to do this includes the positioning of the daily classroom agenda near the classroom entrance in a conspicuous place. (This exercise is usually performed early in a multi-session training course.) Almost everyone will fail to see the "obvious". When this is pointed out to them in a supportive fashion, they become acutely aware that they could be missing significant yet subtle communication from their students. Perceptual acuity is obviously relevant to effective instruction with any student, but the signs of frustration and failure in any disabled person must be recognized early, for not everyone who is having difficulty will admit to it (because of embarrassment, previous experience or whatever) and because a person who has a history of failure (a frequent experience for people with disabilities) may choose to avoid failure quickly by ceasing to try, by dropping out of the program entirely, or by developing coping mechanisms such as apathy or acting-out behavior. Sensitizing the trainees to the possibility that they could be missing significant communication from the students usually carries over strongly into later inservice sessions during which specific behavioral cues relevant to a given set of learning problems are presented.

The ninth use of instructional materials is to facilitate "hands on" learning. Because an effective instructor should be able to create many of the materials he or she needs to adapt to the needs of people with various learning problems, we attempt to improve the trainees' skill in materials development by allotting inservice time to create overhead transparencies, acronyms, recordings, and structured overviews. Appropriate introductions to each type of material and its possible uses are provided and if possible a media specialist is utilized as a resource person.

The tenth use of materials in our inservice presentations is concerned with practice of a skill. An illustration of this use would be the employment of a work sheet to provide practice in performing the type of task analyses developed by Marc Gold (1973, 1976). During this exercise each participant analyzes a component of a course which he or she teaches.

Materials are also a major vehicle for the provision of factual information. This is typically done with written handouts containing detailed information on various topic areas. The content is usually an extension and elaboration of the content covered during the training period.

The twelfth use of instructional materials is evaluative. This evaluation could be concerned with either trainee or instructor performance. To evaluate instructor performance we use a multi-question form which asks for feedback in essay form on each aspect of the program, including length, resource people, class presentations and handouts.

The thirteenth use of instructional materials is for the purpose of generating a synthesis of insights and perceptions developed throughout the training sessions and applying this synthesis to the trainees' local situations. One example of this would be the written exercise we ask people to perform on the last training day. In it, participants develop goals designed to improve vocational education to handicapped students.

These goals are on 3 levels: the trainees own courses, the school which he or she works and the community at large. Their responses are compiled in a way which insures anonymity and shared with decision-makers in the school for possible use as a focus for both long and short range planning.

The above description of possible uses of instructional materials in an inservice setting does not pretend to exhaust the possibilities. Additional alternatives would include the use of simulation, videotape, field trips, practice in an actual instructional setting, and behavioral rehearsal, to mention but a few. But whatever material we choose to use, we must remember that its ultimate purpose is the enhancement and maximization of learning and that the material must be integrated into the instructional process in such a way that it fosters the assimilation of concepts, skills, or values into the functioning emotional-behavior-value system of the trainee. To do less would relegate the materials to a decorative or "filler" function.

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Columbus, Ohio - July 15, 1977

Helping Vocational Educators
Instruct Handicapped Learners
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BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED

The goal of our handicapped project staff at the Wisconsin Vocational Studies Center is to serve Wisconsin Vocational, Technical and Adult Education teachers and community members as they serve the handicapped. We do this by providing four services: (1) conducting inservice training for teachers; (2) developing materials; (3) collecting materials; and (4) disseminating materials.

During the past two years as a component of the inservice training we have developed a course called *Program Modification and Prescriptive Teaching for Handicapped Students* to be taught in Wisconsin's Vocational, Technical and Adult Education districts. The 12 session inservice course was piloted at the Milwaukee Area Technical College in the January to March 1976 period and has since been repeated at MATC, at the Fox Valley Technical Institute and at the Southwest Wisconsin Vocational Technical Institute. Several additional sessions will be taught on the University of Wisconsin-Madison campus and around the state during the coming year.

Our Center staff works through VTAE district administrators and teacher inservice committees to design the course around specific needs of the teachers who will be in the class. We are prepared to deliver instruction in ten disability areas and seven content areas, depending upon needs of the prospective class. A survey is used to measure teacher interest in inservice training on program modification and prescriptive teaching.

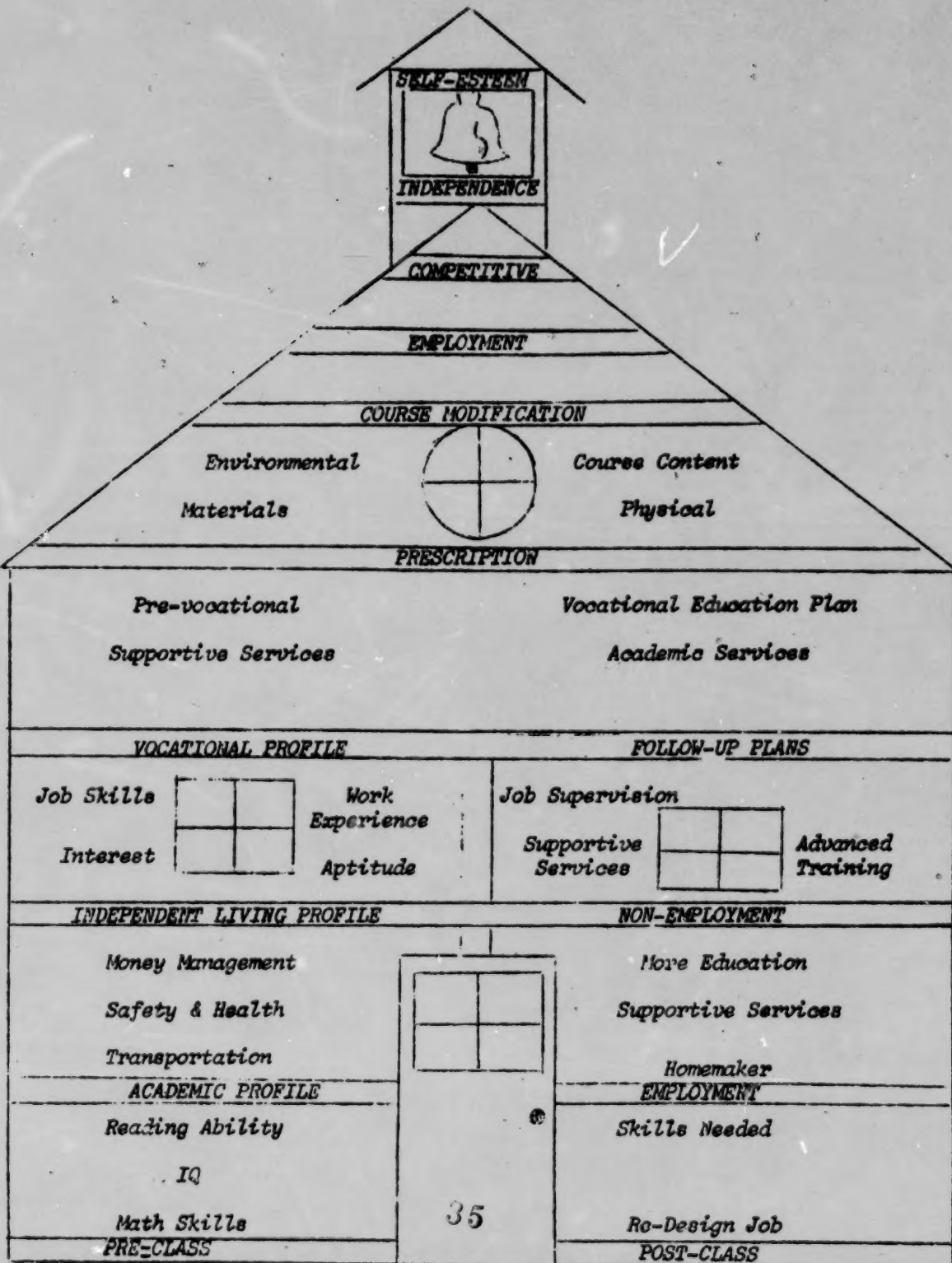
Teachers who express an interest in taking the class are asked to complete the survey. This form asks for the specific disability areas and content areas of greatest concern to them. It also asks for specific goals, objectives and problems which teachers hope to solve by taking the course. By summarizing the survey responses and developing a composite profile of teacher needs, we obtain sufficient information to construct a tailor made curriculum for teachers who will be enrolled in the course. We have an indication of the disability and content areas which concern the prospective class members. We also have an indication of the existing awareness of the needs of the handicapped which teachers in the prospective class possess. Usually the top four or five disability areas and the top three or four training areas are selected for inclusion in the course.

By following this process, we identify the needs of individual participants and set an example of individualization to meet student needs. Teachers desiring information in areas not selected for major emphasis will be given materials, handouts and individual help to solve problems which they may be having in teaching specific handicapped students. After analyzing the survey, we are ready to begin the class sessions. A model outlining the development of an educational prescription is presented at the first class session to initiate the prescription procedure which will be used to modify vocational courses (see Figure One). As part of the inservice training, teachers are required to modify one of their courses for students in at least two disability areas.

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Figure One

BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED



DEVELOPING A PRESCRIPTION FOUNDATION

A medical doctor would not hand out random prescriptions to persons in the office waiting room in hopes of curing each respective illness. Neither should such a shot-gun approach be used by vocational educators in developing programs for handicapped students. Teachers must have adequate background information about each handicapped student if they are to build appropriate vocational education programs for handicapped learners.

The information needed to make a good prescription is divided into two basic categories: (1) those things we need to know before the class starts or early in the class; and (2) those things which we need to consider after the class ends. We need to be aware of areas in the student's background which may yield information valuable in making the prescription. We should have some knowledge of the student's *Academic Profile*, especially reading ability, math skills and learning modes. A review of the student's *Independent Living Profile* will give us information about his or her ability to get along with peers, money management ability, safety and health situations, transportation situation and other aspects of independent living. The student's *Vocational Profile* will give clues to his or her job skills, work experience interests and aptitudes.

We must also be looking ahead with the student to the *Post Class* environment. What *Employment Skills* will be needed? Will the student need a special job or a redesigned job? In thinking of *Follow-up Plans*, will job supervision, supportive services or advanced training be required? Our student may be headed toward a *Non-Employment* status. If non-employment is the case, what would be the next step? Would it be more education or some supportive service?

You are probably asking at this point: Why do I need all this information and where will I get it? All such information may not be needed. However, an attempt should be made to obtain enough information about the student to make a viable prescription. Sources of information include the student, school counselors, rehabilitation counselors and parents.

We are not ready to make a *Prescription* for the individual student. As we prescribe an educational plan for the student we must consider the help which the student needs outside the vocational classroom. Pre-vocational, supportive and academic services may be necessary to supplement the vocational education plan. Teachers should ask for these services if they feel such services are needed. The prescription should include the tasks which are to be learned and the method for teaching the tasks or competencies. The prescription should include *Course Modification* plans. Modifications may include alterations in the course content, materials, physical environment, and teaching techniques. Although the prescription may be readily made, the course modification may require much time and effort. Prescriptions calling for individualized instruction, materials development and physical modification in the classroom may not be completed during the current semester or school year. This does not mean that handicapped students must remain outside the regular classroom until the ultimate modifications are completed. Handicapped students are usually able to succeed in the regular classroom with modifications which are made before or during the early stages of the class.

Hopefully, the process of building vocational education for the handicapped will lead to *Competitive Employment*, *Independence* and finally to the *Self-Esteem* which the handicapped justly deserve.

The remaining inservice sessions are devoted to preparing teachers to work

with students having specific or multiple disabilities. The content of this preparation process for the mentally retarded, learning disabled, and hearing impaired will follow.

PREPARING TEACHERS FOR WORK WITH EMOTIONALLY TROUBLED STUDENTS

The ultimate goal of the prescriptive programming approach to the education and training of emotionally troubled students is to assist the student's efforts to develop a broader repertoire of personal living, interpersonal and vocational skills, so that the student can develop greater functional control over his or her personal, academic, employment and social environments.

A key determinant of the extent to which such a person will achieve these goals is the degree of success that the individual experiences in the vocational training environment. The emotionally shaky student's chances of success in this environment are enhanced or hindered by the efforts of the teachers whom this student encounters. In order to increase the likelihood that the student will experience positive and productive education and training, we at the Wisconsin Vocational Studies Center offer as part of our multi-session teacher inservice program a section devoted to teaching the emotionally troubled learner.

The inservice process which we use consists of four parts: (1) *awareness* - the experience of how important it can be to perceive the details of interpersonal interaction and respond appropriately; (2) *reassurance* - soliciting input from the class concerning their success experiences with emotionally troubled learners; (3) *problem definition* - spelling out the learning characteristics often associated with such a student, and examining those aspects of the teaching process for which modification should be considered; (4) *problem resolution* - presenting strategies designed to compensate for or overcome the problems raised.

We use the awareness phase of the inservice to sensitize participants to: (a) the necessity of paying close attention to the details of their own and their student's behavior; (b) the different modes of communication which we all knowingly or unknowingly use; and (c) the influence of role expectations on our attitudes and behavior.

The *Reassurance phase* of the inservice process is designed to remind participants that (a) they have already successfully educated emotionally troubled students (who may not have been so labeled) and (b) they have the teaching skills needed to do so even if they have yet to enroll students having emotional handicaps. The trainer solicits examples of successful classroom experiences with such students and reviews the skills in which the teachers are currently proficient.

The *Problem Definition phase* of the inservice process includes both a description of the learning characteristics which might be manifested by emotionally troubled and emotionally restored students and a review of categories which should be considered when modifying a course for such a student. An outline of these categories would include:

- A. Assessment and Evaluation Results
 - 1. existence
 - 2. availability
 - 3. utilization
- B. Employment Goals
 - 1. skill levels
 - 2. stress factors
 - 3. supervisory considerations

- C. Physical Plant Modifications (classroom, lab, etc.)
- D. Course Content
 - 1. quantity
 - 2. areas covered
 - 3. reading level
 - 4. math level (when applicable)
- E. Identification, Selection and Sequencing of Skills and Concepts to be Taught
 - 1. determination of rate of presentation
- F. Textbook, Workbook, Manual and Other Written Material
- G. Teaching Materials and Aids for Teacher Use
- H. Teaching Materials and Aids for Student Use
- I. Teaching Procedures
 - 1. for use with the entire class
 - 2. for use with the handicapped student on an individual basis
- J. Testing of the Student for Mastery of the Course Material
 - 1. content
 - 2. procedures
 - 3. success criteria
- K. Grading - types, criteria
- L. Emotional Climate of the Classroom
 - 1. feelings of students
 - 2. feelings of handicapped students
 - 3. feelings of the instructor
- M. Supportive Services
 - 1. in-house
 - 2. outside agencies
- N. Administrative Policy
- O. Employer Contact and Job Placement

The *Problem Resolution* phase of the inservice process is presented in several learning modes: (a) a "hands-on" experience, which might include classroom practice in the determination of instructional objectives, task analyses and sequencing exercises, construction of instructional materials, development of a list of survival vocabulary for the trainees' courses, and the analysis and appropriate modification of texts and manuals; (b) a field trip to other classes or rehabilitation facilities in which emotionally troubled persons are receiving skill training. Where possible, the trainees are paired with people teaching a similar or comparable skill (e.g., auto mechanics with small engines); (c) classroom presentations, which can include audio-visuals, visuals, handouts, and resource people.

We at the Wisconsin Vocational Studies Center have developed a series of visuals which are designed to assist the trainer in presenting problems frequently experienced by the emotionally troubled learner in a classroom situation and strategies designed to overcome these problems. Included are problems such as shaky self-confidence, poor self-esteem, personal isolation, and behavioral excesses.

The visuals are intended to serve as the framework for a class presentation which would elaborate on both the problems likely to be encountered and the possible solutions for them. The rate of presentation and depth of elaboration can be tailored to the needs and desires of each individual group of trainees. The visuals can also serve as the catalyst for a review and summary of information presented.

TEACHING THE LEARNING DISABLED

The goals of the prescriptive programming approach and the inservice process for preparation to teach the learning disabled are similar to the process defined in teaching the emotionally troubled. The visuals give details of the steps necessary in preparing vocational teachers to teach the learning disabled. Teacher awareness of the problems of the learning disabled can not be taken for granted. Therefore, the first step is to help teachers understand the differences between the learning disabled and the non-learning disabled student. This is done by using paper and pencil techniques and visuals which are designed to give teachers an idea of *how the learning disabled may function in the classroom*. The next step is to help teachers *identify learning disabled students* in the classroom and provide indicators which may give clues to the presence of a learning disability.

Following the awareness and identification of learning disabilities problems, the open road solution is proposed. In this highly generalized solution the idea is expressed *that if the visual, auditory, or tactile learning paths are blocked*, another avenue of learning must be used. Teaching techniques are identified which will help compensate for the blocked learning modes.

A session on changing attitudes of learning disabled students and their classmates toward the learning disabled is appropriate at this time. Completion of the attitude session should lead to a discussion of how the auditory, visual and tactile learners may overcome blocked learning avenues by using alternative learning methods. At this point we are ready to design instruction for individual students with specific learning disabilities.

PREPARING TEACHERS TO WORK WITH HEARING IMPAIRED STUDENTS

To effectively prepare vocational teachers to instruct hearing impaired students, the Modification Project staff employs a training sequence similar to that used to prepare teachers to work with emotionally troubled students. The sequence consists of an awareness phase, a reassurance phase, a problem definition process and a problem resolution process.

The awareness phase attempts to simulate the experience of hearing loss through recordings, ear muffs, or other equipment. The reassurance phase solicits success experiences which trainees may have had with hearing impaired students. The reassurance phase carries over into the problem definition and problem resolution processes by drawing out and re-synthesizing what the trainees already know about presenting their course materials in a visual, kinesthetic or tactile format.

During the problem resolution phase, "hands-on" tasks, resource people, and class presentations are utilized.

The Modification Project staff has also produced a set of visuals designed to aid in the class presentation segment of the problem resolution phase. The content of the visuals serves to structure the trainees' thinking concerning possible strategies in the areas of : (a) classroom arrangements; (b) the

teaching process itself; and (c) the provision of needed supportive services.

Each visual can function as the stimulus for a more in-depth presentation of the problems encountered in these areas and potential solutions which could be employed by the teacher.

MATERIAL COLLECTION, DEVELOPMENT AND DISSEMINATION

The Wisconsin Vocational Studies Center operates a free loan library on handicapped and special education materials for Wisconsin residents. Nearly 2,800 items from throughout the nation have been collected during the past three years. A bibliography entitled *Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, Second Edition, 1975 and Supplement to the Second Edition, 1976*, have been published and distributed widely in the state. Wisconsin teachers may borrow items from the library by sending a post card containing the "S" numbers of the materials to the Center. These materials have proven valuable in providing an awareness of the needs, capabilities, and characteristics of the handicapped and for use in modifying programs for the handicapped.

Our Center staff also develops materials as time allows. Currently under development is a series of publications designed to assist vocational educators in their efforts to instruct handicapped learners. The content ranges from awareness of the particular disability to classroom teaching techniques. Publications on *visual impairment, hearing impairment, physical disabilities, and alcohol abuse* have been completed and are being distributed to Wisconsin teachers.

During the past three years a publication called *Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts* has been produced by the staff. This publication contains information on vocational/career programs for handicapped and disadvantaged funded by the Wisconsin Board of Vocational, Technical and Adult Education in Wisconsin's 16 VTAE districts.

Prescribing a vocational teaching plan and developing the appropriate curriculum modifications for handicapped students is a complicated task and will occur at an increased pace as more handicapped students ask for vocational services. This presentation is not intended as an answer to all questions concerning curriculum modification and prescriptive teaching for handicapped students. We do hope that some ideas have been provided which will be of value to you in developing modified programs for the handicapped.

Professional Development Course
"Program Modification and Prescriptive Teaching
for Handicapped Students"

September 20, 1977 to December 6, 1977

at

Lakeshore Technical Institute
Cleveland, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Alternate Instructor: Lloyd Tindall, Ph.D, Wisconsin Vocational Studies
Center, University of Wisconsin-Madison

COURSE OBJECTIVES

1. To help participating teachers develop educational prescriptions for students with emotional, physical, learning or mental disabilities or for students who have corrections, chemical abuse or minority backgrounds.
2. To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities listed above.
3. To help all participants provide more effective and efficient educational services to handicapped students.
4. To help all participants become more aware of employers' needs and expectations concerning the hiring of persons having disabilities.

COURSE OUTLINE

- September 20 **OVERVIEW OF THE COURSE**
Overview, assignments, model for prescriptive programming, legal issues and resources available.
- September 27 **EMOTIONAL DISTURBANCE I**
What is mental health? What is emotional disturbance? Signs of impending problems; possible courses of action; vocational evaluation-strategy, techniques, utilization.
- October 4 **EMOTIONAL DISTURBANCE II**
The importance of precise communication; strategies for teaching the emotionally restored person; curriculum modifications which could help; employment considerations.
- October 11 **LEARNING DISABILITY I**
What is it like to be learning disabled? Description, assessment and determination of learning disabilities.
- October 18 **LEARNING DISABILITY II**
Teaching strategies and curriculum changes which could help; employment considerations.
- October 25 **LEARNING DISABILITY III**
Additional teaching strategies and curriculum changes which could help; practice in coping with a learning disabled student.
- November 1 **MENTAL RETARDATION I**
Description, assessment of student's capabilities and needs; teaching strategies.
- November 8 **MENTAL RETARDATION II**
Additional teaching strategies and curriculum changes which could help employment considerations.
- November 15 **PHYSICAL DISABILITIES**
What must you do differently in teaching? What should you do? What is necessary to do?
- November 22 **DRUG/ALCOHOL DEPENDENCY**
What is it? Warning signs of impending problems. What can be done about it?
- November 29 **EX-OFFENDERS BACKGROUND**
Why is this a disability? Assessment, teaching and curriculum strategies which may help.
- December 6 **IMPLEMENTATION**
Setting long range goals for your course, your school, your community. Evaluation of the course.

PROFESSIONAL DEVELOPMENT COURSE
PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS

September 20, 1977 to December 6, 1977

at

Lakeshore Technical Institute, Cleveland, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison

Alternate Instructors: Lloyd W. Tindall, Ph.D., Wisconsin Vocational Studies
Center, University of Wisconsin-Madison

Complete Evaluation: 19/21 Participants

Number of Teachers from Department Area

Counseling	3	Medical Assistant	1
Florist	1	Super. Home Economics	1
Secretarial Science	1	Communications	1
Dental Assisting	1	Technician	1
Materials Management	1	Curriculum Specialist	1
Adm. Student Services	1	Custodial Services	1
Vocational Assessment	1	Fashion Merchandising	1
Psychology	1	Coordinator, T & I	1
Math and Physics	1	LPN	2
Media Specialist	1	Electronics	1
Psychology/Social Studies	1	Adm.-Inst. Services	1

Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Milwaukee Area Technical College from September 20, 1977 to December 6, 1977, which you have just completed.

1. *Number of class sessions (12) and length of class sessions (two hours).*

- | | |
|--|----|
| a. Wish the class could have started earlier in the day. | 1 |
| b. Videotape class-viewed class sessions after each session. | 1 |
| c. 12 sessions- 2 hours each. | 1 |
| d. Not excessive at all | 1 |
| e. Good! | 13 |
| f. Maybe an advanced workshop to go into greater detail. | 1 |
| g. Certainly adequate-time wise. Could possibly be cut to 10 sessions. | 1 |

2. *Prescription foundation model approach*

- a. We must understand a disability before we can efficiently deal with it. 1
- b. Review-Was not adequate on Video taping. Video taping caused problems 1
- c. Methods in overall approach were excellent. Class was planned so that it included use of AV's, lecture- discussion, individual presentation by a student. Especially felt that the AV, "Including Me" was excellent. Liked resource people. 1
- d. Very good and interesting. 1
- e. Good. Small group discussion and plan session would be effective with this material. 1
- f. Class was given time and opportunity to get involved in class discussions. 1
- g. Good! 7
- h. First session? 1
- i. I feel its the best way to teach a class of this nature 1
- j. Good approach because we could persue an area that we were interested in. 1
- k. Ok, except two hour time limit doesn't provide for two way discussions. 1

3. *Disability areas covered*

- a. All disabilities covered could be found in our local area and we are going to be called upon to work with them in the future. 1
- b. Well presented-all areas-visual, physical, alcholic, etc. 1
- c. Could a variety of disabilities that we encounter in the classroom in our own teaching. 1
- d. All of great importance to me. Would have gladly had even more specific areas covered if time allowed. 1
- e. I would like to deal more in depth in areas of learning disabilities, reading, math English application and pre- scriptions. There isn't time in this course for all of what I would want. 1
- f. I learned a great deal in a general sense; hopefully I will be able to help a student to a greater extent now that I have more insight into certain situations. 1
- g. I got a lot out of it. Wish we had more weeks to cover more areas. 2
- h. Although all things could not be covered completely in the short time-references were made available to follow through. 1
- i. Covered most important ones. 1
- j. Good! 7
- k. Informative- would have preferred something on language handicapped. 1
- l. Good. I felt that more could have been done with L.D. because most of our problems in several student achievement could be traced to this. 1
- m. Good variety. Seemed most appropriate. It's the type of student that we get. 1

4. Class presentation.

- a. Foundation classes, (first 2-3 class presentation) were good to build a common basis upon which we could cover the disabilities. 1
- b. Fairly well presented. Soft spoken 1
- c. Very good. Instructor was interesting to listen to; was well organized, was open to others points of view, was very helpful, supportive and thorough. 1
- d. Excellent! 8
- e. Like your style of presentation 1
- f. I liked John, he's honest and he tells it like it is. All of the feed-back from those present were also enlightening. 1
- g. very well done 1
- h. Very interesting with films, etc. 1
- i. Very Open. Fostered good atmosphere to allow participation 1
- j. Lecture and discussion was OK. Most films shown are very educational. 1
- k. More on the "How To" rather than the Identity of handicap. 1
- l. Good variety in approach. This helped maintain class interaction from one period to the next and during the periods. 1
- m. Well organized. Good visuals and films 1

5. Resource persons.

- a. Excellent! 6
- b. Excellent. Enjoyed the young man who was blind and told about his job. It makes me wonder how many other jobs that could be open to handicapped persons if all people were more open minded about this. 1
- c. Informative, to the point. 2
- d. Good. Especially liked Big John's Story 1
- e. Interesting. 1
- f. Really enjoyed past experiences shared by the resource persons who were part of the class. 1
- g. Especially worthwhile hearing from the handicapped blind speaker and ex-con. 1
- h. The "Offender" presenter had too many "War Stories". Could have covered more about the process & procedures of helping ex-offenders. 1
- i. Class was fine without or (would have been) without any speakers but they added that certain element. The blind person and the man who was imprisoned were especially interesting to me. 1
- j. Added a great deal to the course. 1
- k. Fine 1
- l. Most effective-especially the blind machinist. These people demonstrate the practicability of of educating the handicapped. 1

- m. Excellent, especially Terry. May have been helpful to have more-CP, LD, alcoholic teaching retarded.

1

6. Handouts.

- a. Good reference; good additional information
- b. Excellent
- c. Good to excellent. Wish we could have had a review and discuss the following session to cover major point-Maybe small group and panel.
- d. Wow! You sure have a lot of papers to give out. Would suggest that these handouts be placed in one notebook and handed out the first session. Then refer to those at each particular session.
- e. Believe it or not, I've read them all and what wasn't touched on in class was covered quite well in hand-outs. Great!
- f. Help clarify many ideas-good in basic definition.
- g. Good. A few were unnecessary. It isn't highly important that I have a copy of the statutes governing handicapped. Good to have the others for future reference.
- h. Helpful. I admit that I didn't read a number of them, however.
- i. Plenty
- j. Too Many-Not enough time was spent explaining and talking about them.
- k. Tremendous amount to be used as needed.
- l. I did not read all of them yet, but plan to. The ones I found especially meaningful were the ones on emotional disturbances.
- m. More hand outs on "How to Modify", last session was typical of this.
- n. Good, but was more than necessary at times.

1

7

1

1

1

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1

1

7. Assignments.

- a. Mine was helpful to me.
- b. Realistic.
- c. Audited the program. I'm sure all people could complete the assignments but may have found a problem with time commitment to other programs.
- d. Assignments were good in that they made you apply information to your own setting. I felt I was unable to do the quality of presentation that I am capable of doing because of limited time that I had to work on this.
- e. I don't know if my paper was adequate, but If you had come up with a long list of assignments I would not have continued to complete class. Benefits of being here outweighed in depth research.

1

2

1

1

1

- f. Good, but a bit vague. It would have helped to have had a few more examples of things to do. 1
- g. Seemed reasonable for credits awarded. 2
- h. OK 2
- i. Good
- j. Right Amount. 1
- k. Good, because we were able to do projects that would benefit us. 1
- l. Since I could not get credit for this I didn't hand one in but I did enclose foliage greens within a sealing plastic to make the greens more identifiable. This was a problem mentioned by students on an average level and it works wonders for all. 1
- m. I found the assignments to be a challenge and a great help. 1
- n. Ok. Great for me having just finished my Ph.D. This type of course was most welcomed. 1
- o. I really learned alot about mental illness from the lecture as well as the handouts. I liked the colored paper. 1
- p. Clear-to the point. 1
- q. No problem. 1

A. What parts of the course were most useful to you?

- | | |
|--|---|
| a. Information on learning disabilities I found all to be useful. | 1 |
| b. Modification to physically handicapped | 2 |
| c. Resource people and covering the laws affecting handicapped. | 1 |
| d. The tape on the unusually handicapped-person who was blind. Enjoyed AV and class on drugs, alcohol is really a problem in this area. | 1 |
| e. I can't differentiate because I have encountered all areas. I learned the most from the learning disabilities area. | 1 |
| f. Undecided | 1 |
| g. The parts dealing with students like I now have. Just making me more aware of handicapped students and that I can do something to help. | 1 |
| h. Discussions and Resource persons. | 1 |
| i. All parts were useful, but the session the the law was a bit of a drag. | 1 |
| j. I do not teach and therefore, I cannot tell which parts were most useful. All were quite informative. | 1 |
| k. Later part, where staff from our own instiutions presented their ideas on handicapped students and services provided on campus. | 1 |
| l. All parts. | 1 |
| m. Resource people, better understanding of the handicapped. | 1 |
| n. Your letting people know what to expect and what is expected when working with the handicapped. | 1 |
| o. Learning disabilities and emotional disturbances. | 1 |
| p. Movies-handouts (very good) and blind resource person (excellent) and class time for discussion. | 2 |
| q. Emotional disturbances and mental illness. | 1 |
| r. The course served as a nice general introduction to the subject of teaching the handicapped. | 1 |

B. Which parts of the course should be altered?

- | | |
|--|---|
| a. None in particular | |
| b. More practical work on how or what to modify. | 1 |
| c. This course is well rounded and I feel it should be left the way it now is. | 1 |
| d. More movies. | 1 |
| e. Legal issues not too well understood. Give examples? | 1 |
| f. More prescriptive relating to more mild LD rather than severe. | 1 |
| g. I do not know | 1 |
| h. The introduction to the legal foundations of the current policy concerning the handicapped should be more general in nature and take less class time. | 1 |
| i. Some parts were about students that won't be encountered | 1 |

- j. First night of the course, it dragged, and could have been shortened. The other nights were terrific. 1
- k. Add legal information when this becomes available. 1
- l. Don't change a good thing. 1
- m. More time for small group discussions. 1
- n. I realize the law needs to be covered but the requirements and need to implement the requirements might be more relative at the end-after one is aware of the many handicaps which exist. 1

C. Are there additional content areas which should be added to the course?

- a. Depth with deaf in sign language and adapting how to deal with the emotionally disturbed, not only what it is. 1
- b. Personal or hands on experience. 1
- c. No suggestions 5
- d. Some of the specific physical and Medical (M.D., M.S., etc.) areas should be covered a little more in depth, not just in hand outs. 1
- e. Perhaps ways to help without becoming more involved than is good, or so that the student becomes dependent 1
- f. Perhaps there are many but not too many areas that could be added without removing some that were covered. 1
- g. How to write programs for funding from the state or federal government. 1
- h. Reactions of different medications. What might be expected in each case. 1
- i. If time permits-hearing disabilities. 2
- j. Could take each of the handicaps in more detail. More discussion on hand-out material. 1
- k. More on the "How To" again. 1
- l. Language handicapped could be added depending upon the audience. 1

D. How can LTI increase its long range effectiveness in providing education to handicapped students?

- a. Be reassessing its present thinking on student-teacher reactions. 1
- b. By administration and staff time and money commitment. 1
- c. Workshops for all staff, and support staff. 2
- d. By making the staff more aware of courses such as this. 1
- e. Make the course an on-going thing. 1
- f. I think more full-time instructors should be interested in this and related subjects. When we're more informed we can do our job much better. 1
- g. Provide time and money 1
- h. Staff must continually be indoctrinated. 1

- i. Have a definite plan approved by the school board.
Have all staff on campus aware of the program. 1
- j. Get the support from everyone at LTI to do this.
Provide the time and the money to provide this training. 1
- k. By increasing awareness. 1
- l. Develop board-administrative philosophy and policy
regarding instruction of the handicapped/disabled.
Have board-administration and education association
jointly accept the role of LTI in this. 1
- m. Explained on my blue sheet. 2
- n. Good question, to me it's still simply an honest
willingness to provide. 1
- o. "Goal"-there should be staff in goal that are skilled
in working with people with different handicaps.
- p. Have more instructors understand the handicaps and
willing to work with these individuals. 1
- q. Each area should be able to modify curriculum to
meet the needs of of -goal-. 1
- r. Reinforce teachers to develop materials. Possibly
time and monetary sponsor workshop for techniques in
development. Require this type of course for all
staff, not only teaching. 1

E. What administrative policies should be added, dropped or altered to
accomplish D above?

- a. Time allotment; work load modification. 1
- b. This would be an administrative directive. 1
- c. Probably require this type of training for all person-
nel. 1
- d. Hire more personnel in "Goal" who are skilled in work-
ing with the handicapped. Give faculty time to look
at their programs and how they could be modified to
meet. 1
- e. Work load formula and staff development plan to include
"How to Serve Handicapped for Everyone." 7
- f. Let students have more time if needed. Make classes
smaller if handicapped are enrolled. 2
- g. Not sure. Experience will show us. I am sure that
personnel policies will be altered to meet the needs
of the union. 1
- h. Inservice or those in charge of different areas
(supervisors) should take it upon themselves to get
the information to those they're in charge of, 2
- i. Policies on work load and money commitments. 1

F. Other comments?

- a. The instructor was genuine in his concern for his subject
matter. This helped maintain class interest. 1

- b. Have problems now getting money for program recruitment. For non-handicapped students timing isn't right, it could cause the program to have handicap students the major proportion. 1
- c. This was really interesting and I'm glad I came. 1
- d. Thank you John. You did a beautiful job. I enjoyed every session very much. 1
- e. Enjoyed the course. I consider it an excellent introduction and orientation to dealing with the handicapped. Hopefully experiences on the job will put to use the gained knowledge to help reinforce what was learned. 1
- f. I enjoyed the course very much. It was interesting and informative. I have a different feeling about the handicapped because of this course. 1
- g. John is a good instructor. 1
- h. It was a most informative course. I wish many other teachers had taken advantage of the opportunity to take it. 1
- i. The course has been a valuable experience of the major instructor interesting. 1
- j. One of the best conducted courses that have been offered:
 - 1) instructor's knowledge
 - 2) instructor's commitment
 - 3) resource persons
 1
- k. Very informative course. Assisted in many areas already in my program. 1
- l. Actually dealing with the handicapped student. 1
- m. A good course. A follow-up in this area would be good--like taking specific handicapps and looking at each one in greater detail. 1
- n. John, you are the most enjoyable, open, to the point, legitimate person I have had the pleasure of meeting in a very long time. 1
- o. Enjoyed the course very much. I hated to miss the 1 session that I missed. 1
- p. I thoroughly enjoyed the course and wish it could continue. 1

Professional Development Course
"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS"

January 23, 1978 to April 17, 1978

at

Madison Area Technical College
Madison, Wisconsin

Principal Instructor: Lloyd W. Tindall, Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Alternate Instructors: John Gugerty and Carol Crowley, Wisconsin Vocational
Studies Center, University of Wisconsin-Madison

COURSE OBJECTIVES

1. To help participating teachers develop educational prescriptions for handicapped students.
2. To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities listed above.
3. To help all participants provide more effective and efficient educational services to handicapped students.
4. To help all participants become more aware of employers' needs and expectations concerning the hiring of persons having disabilities.

COURSE OUTLINE

- JANUARY 23* *OVERVIEW OF THE COURSE*
Overview; assignments; model for prescriptive programming;
legal issues and resources available.
- JANUARY 30* *LEARNING DISABILITY I*
What's it like to be learning disabled? What to look for?
What canteachers do?
- FEBRUARY 6* *LEARNING DISABILITY II*
Teaching strategies and curriculum changes which could help.
Employment of L.D. students. L.D. and delinquency.
- FEBRUARY 13* *MENTAL RETARDATION I*
What is mental retardation? What are students' needs?
Teaching strategies?
- FEBRUARY 20* *MENTAL RETARDATION II*
Curriculum changes for the mentally retarded. Employment.
- FEBRUARY 27* *EMOTIONAL DISTURBANCE I*
Mental health and emotional disturbance. Signs of possible
problems; changing the curriculum and teaching approach.
- MARCH 6* *PHYSICAL DISABILITIES*
Changes in teaching techniques - what can be done? Changing
facilities.
- MARCH 13* *HEARING IMPAIRMENT - SPEECH IMPAIRMENT*
Teaching techniques, modifications needed. Supportive services
needed; job modifications.
- MARCH 20* *VISUAL IMPAIRMENT*
Teaching techniques, modifications needed; job modifications.
- APRIL 3* *LANGUAGE/CULTURAL DIFFERENCES*
Major cultural differences; teaching strategies and curriculum
modifications.
- APRIL 10* *DRUG/ALCOHOL DEPENDENCY*
What is it? Warning signs of impending problems. What can
be done about it?
- APRIL 17* *EXOFFENDER AND WRAPUP*
Why is this a disability? Teaching strategies which may help.

PROFESSIONAL DEVELOPMENT COURSE
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Alternate Instructors: John Gugerty and Carol Crowley, Wisconsin Vocational
Studies Center, University of Wisconsin-Madison

Completed Evaluation: 5/6

Number of Teachers from Department Area

Accounting	1
Home Economics	1
Industrial Foods	1
Police Science	1
Science & Chemistry	1
Science & Math	1

A. Please evaluate the following content areas of the professional development course on prescriptive teaching of handicapped students conducted at Madison Area Technical College from January 23, 1978 to April 17, 1978.

1. *Number of class sessions (12) and length of class sessions (2 hours).*

- | | |
|---|---|
| a. Covered a large amount of "territory" in such a short time. | 1 |
| b. Each session was good and tried to cover a lot of material in a short time. The handouts are excellent references. The number of sessions and time for each meeting is reasonable. | 1 |
| c. Seems about the right amount of time for sessions as well as time for each. | 1 |
| d. I guess my comment would be that it couldn't be any shorter. We usually could have used more time. However, my personal performance is that a 2 hour time span per session is about the maximum. | 1 |

- e. All of the classes that I attended were informative and well planned. 1
2. *Prescription foundation model approach.*
- a. Different??? 1
 - b. I liked it! and I can use it! 1
 - c. A good way to get the instructor to think about course requirements and make changes in own course to be more effective. 1
 - d. Maybe some examples of students from previous classes would be helpful. 1
 - e. Useful to me - provides an outline. However, not all areas are applicable to my teachings. 1
3. *Disability area covered.*
- a. It was designed to cover the general interest of the entire student body. So - each of us had an exposure to the area of our interest! It was fair & I liked that! 1
 - b. Covered "introduction" concepts well. 1
 - c. Good selection of disabilities. 1
 - d. Adequate. 1
 - e. Since I am new to the field, the information covered on the different disabilities was very helpful. I especially enjoyed the films. 1
4. *Class presentations.*
- a. The class presentations were good. 1
 - b. Usually good. 1
 - c. Very good. 2
 - d. The films presented information very effectively. 1
5. *Resource persons.*
- a. Very good. 2
 - b. Excellent - very meaningful and expanded my knowledge of problems encountered by handicapped people. 1
 - c. This was one of the best parts - my only suggestion is that the resource persons be informed more in advance of our class situation. Several times people did not know how to begin or what area they were to deal with. 1
 - d. The resource persons were very good, however, I would like more participation from disabled persons. 1

6. Handouts.

- a. Good for future reference. 1
- b. Voluminous - many contained useful ideas and information - 1
some I won't look at again. Better to give too much than
too little, I guess. Although, it seems that some could
be summarized.
- c. Enough that I was able to pick and choose those which 1
were of most interest to me.
- d. Very good and will be retained for reference in the 1
future.
- e. All very rich in information - it will take me a while to 1
digest them.

7. Assignments.

- a. Ok, especially allowing us to do an area of our "interest". 1
I liked the "flexibility" to suit each our own needs.
- b. Adequate and gets the instructor involved in seeing al- 1
ternatives to teaching the handicapped.
- c. Reasonable. 1
- d. Somewhat disappointing as much as I hate more work 1
perhaps short assignments for each week might help focus
our attention more.
- e. ? 1

B. What parts of the course were most useful to you?

- a. Information presented on working with the disabled in the classroom.
- b. Discussions with resource persons.
- c. Sessions on learning disabilities.
- d. Films, class discussions on specific experiences, and resource
persons.
- e. Deaf.

C. Which parts of the course should be altered?

- a. I do not know where!
- b. None.
- c. ?
- d. Somewhat disappointing - as much as I hate more work perhaps short
assignments for each week might help focus our attention more.
- e. Try to include more disabled persons as resource persons.

D. Are there additional content areas which should be added to the course?

- a. Not from my perspective at this time.

- b. The method of rating personal interest as was done in the first session seems to be a good way to determine content.
- c. None.
- d. Not necessarily - I liked the flexibility of tailoring the course to the classes area of interest and need.

E. What administrative policies should be added, dropped, or altered to improve services to handicapped students?

- a. Altered - presently we react to situations as they arise, rather than spend some time planning for them. I guess a policy of forethought would be useful.
- b. Probably getting information, previous records, to teachers relating to the handicap of a particular individual (done with the individual's permission.)
- c. Provide a meaningful reason for more instructors to take the course so the instructors are better able to meet the needs of the handicapped. I am not sure what the reason would be.
- d. Cannot make an intelligent comment at this time!

F. Other comments?

- a. None! Enjoyed it very much!
- b. None
- c. Very worthwhile sessions, enjoyed working with the group and discussions generated.
- d. None
- e. None

WVSC
UW-Madison

Professional Development Course
"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS"

January 31, 1978 to March 7, 1978

at

Milwaukee Area Technical College
Milwaukee, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Alternate Instructor: Lloyd W. Tindall Ph.D. and Carol Crowley, Wisconsin
Vocational Studies Center, University of Wisconsin-Madison

COURSE OBJECTIVES

1. To help participating teachers develop educational prescriptions for students with learning disabilities.
2. To help participating teachers modify vocational courses and materials in order to make them more suitable for students who are learning disabled.
3. To help all participants provide more effective and efficient services to handicapped students.
4. To help all participants become more aware of employers' needs and expectations concerning the hiring of persons who are learning disabled.

COURSE OUTLINE

- JANUARY 31 *OVERVIEW OF THE COURSE*
The experience of being learning disabled; model for pre-scriptive programming; resources available; assignments.
- FEBRUARY 7 *THE VISUAL LEARNER*
Role of expectations in our work; the visual learner - what do we need to know? And what can we do?
- FEBRUARY 14 *THE AUDITORY LEARNER*
What do we need to know and what can we do?
- FEBRUARY 21 *THE TACTILE LEARNER*
What do we need to know? How can we be a more effective teacher of the tactile learner?
- FEBRUARY 28 *THE FUNCTIONAL LEARNING DISABILITIES OF THE RETARDED PERSON*
What can we do to be a more effective instructor of the retarded learner?
- MARCH 7 *IMPLEMENTATION*
Setting long range goals for your courses, your school and your community. Evaluation of the course.

PROFESSIONAL DEVELOPMENT COURSE
PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
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at

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Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison

Alternate Instructors: Lloyd W. Tindall Ph.D. and Carol Crowley, Wisconsin
Vocational Studies Center, University of Wisconsin-Madison

Completed Evaluation: 15/19

Number of Teachers from Department Area

Carpentry	2	Microbiology	1
Child Ed Center	1	Nursing	3
Clothing	1	Physical Therapy	1
Data Processing	1	Radiologic Technology	1
Electrical Technology	1	Secretarial Science	2
Env. Health Technology	1	Social Service	2
Mechanical Drafting	1	Tutoring Program	1

A. Please evaluate the following content areas of the professional development course on prescriptive teaching of learning disabled students conducted at the Milwaukee Area Technical College from January 31 to March 7, 1978.

1. Number of class sessions (6) and length of class sessions (2 hours).

- | | |
|--|---|
| a. Satisfactory | 2 |
| b. okay | 1 |
| c. Good - 2 hours w/break is very appropriate | 1 |
| d. Sufficient | 2 |
| e. Excellent in amount of time made available but course should be given over a semester with great emphasis given to develop of competency in developing data - based academic programs | 1 |
| f. Prefer the six 2 - hr. sessions to 12 1 - hour classes. | 1 |
| g. Lots of material covered in a short time. | 1 |

- | | |
|--|----|
| i. Appropriate with content presented | 1 |
| j. Ideal; prefer to have all courses like this | 1 |
| k. The time is of good length in order to cover a rather difficult subject with continuity of ideas. | 1 |
| l. Now that the course is over, I feel the time was not long enough to cover the content in depth. Two hrs./day (week) sufficient, but would like to have this course for 10-12 wks. at least. | 3 |
| 2. Prescription foundation model approach. | |
| a. Excellent | 1 |
| b. No answer | 5 |
| c. Agenda sheet helpful in summarizing info. presented | 1. |
| d. Good | 4 |
| e. I can see the application for my area and feel it is a good one. | 2 |
| f. Presented new insight into methods of teaching. | 1 |
| g. OK | 1 |
| 3. Disability area covered. | |
| a. Could have been expanded into content areas covering specific disability areas. | 1 |
| b. Good | 5 |
| c. Adequate | 2 |
| d. Satisfactory | 2 |
| e. Very good, more instructors should be made aware of this problem. | 1 |
| f. OK | 1 |
| g. The learning disabled were highlighted but no clear-cut solution is possible. | 1 |
| h. Well presented and informative without being overwhelming. Would have liked more in-depth discussion because of my previous experiences. | 1 |
| i. Down to earth! | 1 |
| 4. Class presentation. | |
| a. Good | 6 |
| b. Organized and well presented. Films helped bring across ideas by providing specific examples of material covered Good resource person. | 4 |
| c. Very Good | 3 |
| d. Satisfactory | 1 |
| e. Variety of topics & speakers was good. Didn't get the sense until last class how some of the topics/speakers were related learning disability? | 1 |

5. Resource persons.

- a. Doug Berry - excellent; artist - good 1
- b. Adequate & most helpful when approached for assist. 1
- c. Very Interesting - You learn from their experiences. 1
You can get some pointers to help you, as an instructor to teach L.D. students. I learned from both resource speakers.
- d. Add variety and expert knowledge. Mr. Berry was excellent. 2
- e. Very Good 2
- f. Responsive to questions, comments. 1
- g. Very well informed but overly educated and show it by the handouts with their choice of words and phrases. 1
Keep it simple.
- h. Excellent approach. I feel the more individuals one can draw from the better one can become. Each was stimulating, but Douglas Berry was the most impressive. 1
- i. Doug Berry had something to say & refresh for me. I did not need resource persons to introduce A-V methods - so much of this is available to us. 1
- j. Most of them excellent 1
- k. Excellent 1
- l. Best one - D. Berry - would like expansion of content with practice under supervision. 1
- m. No answer 1

6. Handouts

- a. excellent 1
- b. useful & concise 1
- c. Sufficient! 1
- d. Were explained very much in detail. It gave a good definition of what L.D. is all about. A good reference to look back on (a reference of inf.) 1
- e. Good - lots 1
- f. All very good, most informative 1
- g. Excellent! It's always nice to have resources to refer to. 2
- h. Plenty. Gives me a library. 1
- i. Super helpful 1
- j. Good - I did read them all during 6 wks. 1
- k. Too many, could not and did not read them all. 1
- l. Tremendous & I hope some day to be able to read them all. 1
- m. Too many, I feel they may have only been used as a fill in. 1
- n. Helped a lot. Provides a good library to have available for information when needed. 1

7. Assignments

- a. I will be able to use the assignment in my class. 1
Appropriate.
- b. useful - applicable to self & present teaching situation- flexibility a nice relief 1
- c. I didn't understand until 2-3 wks ago exactly what it was the project was supposed to consist of 1

- d. I enjoyed doing the assignments. It was a learning experience. I even got to use my project in front of a L.D. class. It worked out great! 1
- e. Adequate for amount of in-service credit. 1
- f. More detail could have been given as to what was desired. 1
- g. Appropriate to gear to own situation but more guidance from instructors for specifics would have resulted in better end product. 1
- h. Adequate 1
- i. Help the instructor (student) to apply material in his own course. 1
- j. Fair for course length, etc. 1
- k. Helpful in breaking down complex task into smaller units. 1
- l. Fine, good for future use 1
- m. Time factor - To think of an idea - use in classroom & write up for class - a problem. 1
- n. Fair and practical in that we can use it in our own courses. 1
- o. Excellent 1

B. What parts of the course were most useful to you?

- a. Classroom activities; question/answer-discussion sessions. 1
- b. handouts, assignment, & last speaker 1
- c. no answer 2
- d. Films, handouts with lecture, resource people to learn from. 1
- e. The resource persons presentations. 1
- f. Review of the disabilities, suggestions for modifications. 1
- g. General discussion - hand-outs - work-shop very good. 1
- h. Making of audio-visual material for the learning disabled 1
- i. Each were good for me. I learned alot about something I didn't know about. 1
- j. Doug Berry's pres. and reinforcement of fact that if teacher methods are constantly analyzed & refined. 1
- k. Class participation - getting ideas from other instructors. 1
- l. Douglas Berry generated many thoughts & ideas. 1
- m. Giving us an opportunity to develop a learning activity we can use. Several ideas or methods we don't now use. 1
- n. all 1

C. Which parts of the course should be altered?

- a. Last presentation should be done in first 1-2 weeks. 1
- b. no answer 6
- c. Use of A-V techniques (transparencies, video-tape, etc.) were not necessary in this course. 1
- d. None that I can think of. 4
- e. Vi-Com session on transparency making, etc. 1
- f. AV good - film - workshop 1
- g. Could have been expanded into content areas covering specific disability areas. 1

- D. Are there additional content areas which should be added to the course?
- a. no answer 6
 - b. Role-playing techniques 1
 - c. No 3
 - d. a school psychologist who tests & places L.D. students as a resource person 1
 - e. or perhaps a separate course on modifications for the physically, hearing & visually handicapped. 1
 - f. Strengths & weaknesses of currently used tests - IQ/Achievement. 1
 - g. Perhaps each student could present a student situation & class and instructor could analyze. 1
 - h. Course should be given over a semester with greater emphasis given to develop of competency in developing data - based academic programs 1
- E. What administrative policies should be added, dropped, or altered to improve services to handicapped students?
- a. Shorter lecture hours. 10 min. minimum. More & often hand-on work. 1
 - b. Mobility for handicapped should be improved. 1
 - c. no answer 7
 - d. Provide classes such as these for all teachers, not only on a few who choose to take it. 1
 - e. Instructor should be made aware of students past achievement so that he/she can detect a possible L.D. student. 1
 - f. Have more visual & auditory aids. 1
 - g. More flexibility in attendance and the system in general to allow development of extended labs, extra tutoring etc. Scheduling is murder when other courses in curriculum are not in tune to objectives or plans. 1
 - h. Pre-admission analyses of all students strengths & weaknesses. 1
 - i. No problems here - resources at MATC excellent when used by faculty. 1
- F. Other comments?
- a. no answer 9
 - b. I have always done a lot of prescribing and modifying informally. I still feel that some learning disables should reassess their career goals. I feel counselor-administrator should involve themselves in such courses as this. 1
 - c. Excellent Course-Looking forward anxiously to Part II cultural differences. Thanks 1
 - d. Enjoyed class tremendously. Looking forward to next 6 wks. 1
 - e. I enjoyed the course. It aided me in defining an L.D. student, their problems, etc. and how to instruct them. 1
 - f. Thoroughly enjoyed this! I think administrators should be required to participate in these so they know what we're talking about when we seek changes. 1

WORKING WITH STUDENTS WHO HAVE OR
HAVE HAD EMOTIONAL DIFFICULTIES OR
PROBLEMS WITH DRUG ABUSE.

Fox Valley Technical Institute

February 27, 1976

I. The Emotionally Troubled Person

- A. What is mental health?
- B. What is mental illness?
- C. Signs of developing problems.
- D. What can be done?

II. Chemical Abuse

- A. What is it?
- B. Signs of Chemical Abuse?
- C. What Can We Do?

Presenter: John Gugerty, Wisconsin Vocational
Studies Center, Madison.

Professional Development Course

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS"

March 14 to April 25, 1978

at

MILWAUKEE AREA TECHNICAL COLLEGE

Milwaukee, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison, Madison

Alternate Instructors: Lloyd W. Tindall, Ph.D. and Carol Crowley, Wisconsin
Vocational Studies Center, University of Wisconsin-
Madison, Madison

COURSE OBJECTIVES

1. To help participants understand the influence of cultural factors on a person's behavior and value system.
2. To help participants develop educational prescriptions for students from different cultural backgrounds who need specialized instructional assistance.
3. To help participants modify vocational courses and materials in order to make them more suitable for use when teaching students from different cultural backgrounds.
4. To increase participants awareness of employers' needs and expectations concerning the hiring of people having various cultural backgrounds.

COURSE OUTLINE

- MARCH 14 OVERVIEW OF THE COURSE
communication; What is it? Why is it important? How
do we do it? model for prescriptive programming; re-
sources available; assignments.
- MARCH 21 The Latino culture; What should we know about it? What
factors should we consider when working with Latino students?
- APRIL 4 The Black culture; How is it manifest in the vocational
school setting, and what considerations should be addressed
when working with Black students.
- APRIL 11 Native Americans. Exploring their culture as exemplified
in their beliefs and behavior. Working with Native
Americans in an educational setting.
- APRIL 18 The Foreign student. What is it like to be alone in
a strange country? How to help the foreign student
adjust to American life and the American educational
system.
- APRIL 25 Implementation. Setting long range goals for your courses,
your school, and your community. Evaluation of the course.

PROFESSIONAL DEVELOPMENT COURSE
PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS

March 14, 1978 to April 18, 1978

at

Milwaukee Area Technical College, Milwaukee, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison

Alternate Instructors: Lloyd W. Tindall and Carol Crowley, Wisconsin
Vocational Studies Center, University of Wisconsin-Madison

Completed Evaluation: 22/26

Number of Teachers from Department Area

Basic Education	1	Medical Assistant, Nat. Sci.	1
Carpentry	2	Microbiology	1
Child Development	1	Nursing	3
Clothing, Home Management	2	Photography	1
Electrical Technology	1	Physical Therapy	1
English	4	Social Science	3
Env. Health Technology	1	Tutoring Program	1
Guidance Counselor	2		
Mechanical Drafting	1		

A. Please evaluate the following content areas of the professional development course on prescriptive teaching of students with various cultural backgrounds conducted at the Milwaukee Area Technical College from March 14 to April 25, 1978.

1. Number of class sessions (6) and length of class sessions (2 hours).

- a. The length of the class is just right. The 6 sessions aren't really enough because there is so much to learn in this field. 1
- b. Really quite good but a break between hours in each session is really a must - brains and bodies get exhausted after 8 hours. 1

- c. Good - In general, the 2 hour segments were good divisions from week to week to consider different cultural groups with their different backgrounds. Yet we reinforced some problems each week. 1
- d. There is little that time is needed for - argument and development of effective content. 1
- e. The number of sessions seems fair enough, but after an hour and a half the returns seem to diminish. 1
- f. The number of sessions is realistic. A two hour session immediately following the working day is sometimes very exhausting. 2
- g. I attended all the sessions, however, I had to leave early some occasions. 1
- h. Excellent. 1
- i. Rather have 6 two hour sessions than 12 one hour sessions. Liked the way this was set up. 1
- j. Satisfactory - material presented by resource persons was excellent - ran short of time. 1
- k. Good - would not increase. 1
- l. I think this is an adequate number of sessions and length of time. 3
- m. Appropriate for credit allocation. 1
- n. Ok 2
- o. Classes are of sufficient hours for meaningful instruction. 1
- p. Appropriate. 1
- q. Two hours in a warm room was too long. 1
- r. Good. 1

2. *Prescription foundation model approach.*

- a. Excellent 2
- b. Ok 1
- c. Good method. 3
- d. Obviously, it makes sense to identify and correct problems before beginning on educational plan. 1
- e. I like this model. Basically, that's how I've been trying to teach. Wish some of fellow instructors would. 1
- f. No answer 4
- g. Could have been clarified more. 1
- h. Though I've had problems understanding and accepting some of the prescription foundation models, I think this approach has value and should be continued. 1
- i. Had good impact on me although I have been exposed to it at an earlier date. Everyone should be reexposed to it every 5 years to remind them of the ideas. 1
- j. ? 1
- k. Not sure what this means. Defining problem--then trying to solve? If that is it, liked approach. 1
- l. Good. It works well - stay with it. 1
- m. I find it a useful, organizational approach to analyzing a student's academic problem. 1

- n. As valid as any system in our technological age. 1
- o. It may be a little unrealistic when it is impossible even 1
to talk to some students because they must cross the street
and race up six flights of stairs within the five minutes
until the next class and fail to make or meet appointments.
- p. The film we had "Berfinkle" was quite amazing. It sure got 1
across that there are many different meanings to a word.
The (Shield) was very good. What goals do people really
have?

3. Disability area covered.

- a. You explained the disabilities quite well as far as for the 1
minorities. The resource people covered it quite well.
- b. Middle aged or those returning to school after their 1
children have entered school might be mentioned although
their problems usually disappear once they get a taste of
the offerings and lose their initial fears.
- c. Much better than coverage in the first half of these 1
sessions (January - March). Clearly defined!
- d. Good coverage - however, I do believe disadvantaged white 1
members of the Majority white culture should be included
in the program also - displaced homemakers, etc.
- e. Very pleased. 2
- f. Overall good - I'd like to see women as a disadvantaged 2
group considered.
- g. I think all areas were covered well with the exception of 1
the handicap. I would like to see this done in a little
more detail.
- h. No answer 4
- i. Wide variety. Too bad our American Indian speaker did 1
not show. This area wasn't covered very well because of
that.
- j. Satisfactory 1
- k. I feel more definitions or examples of disabilities 1
(explicit) could be given so that we are sure of not possibly
missing some description that we would not otherwise con-
sider a disability.
- l. I have very few students who fit the disability models we 1
covered. Most could handle the course content and meet the
objectives of the course if they didn't have families and/
or jobs or home problems.
- m. Applied very well to our present teaching situation - daily 1
experiences in our classrooms were discussed and sometimes
solved.
- n. Language-cultural differences covered-where does it end?- 1
can't cover all cultures- or can you?
- o. Many of the cultural areas covered didn't appear to be 1
disabilities but people feeling sorry for themselves.
- p. Adequate. 1
- q. More content related to characteristics of predominant 1
cultures in Milwaukee area.

4. Class presentations.

- a. Good. 2
- b. Audio/visual aids used by resource people were very boring. 1
When they got off their prepared lectures, they were much more informative and interesting. I also found people within the class had as much or more to add. Too bad Barney Bush wasn't available. I was in his class last semester and found the information realistic and excellent.
- c. Well organized and prepared faculty. Involved group discussion which I feel is most appropriate for this subject matter. 2
- d. Moved rapidly. No dead spots. Interesting new ideas were presented. 1
- e. Instructor could speak more clearly. Sometime words run together and trail off. 1
- f. Found it helpful to hear that I was not the only one having problems. 1
- g. Class presentation stimulated thought when led by instructor, however, I didn't feel the resource persons contributed enough background material - approaches for coping. 1
- h. No answer 1
- i. Very open and flexible. Maybe some group projects could be included to help the MATC faculty know each other. 1
- j. The content should be more detailed and better organized. Presentations were good though. At least made me think of some possible solutions in my classroom problems. 1
- k. Excellent. 1
- l. Good quality. Well planned and interesting. Dealt with specific problems. Class members encouraged to ask questions. 2
- m. Fine. Film strips were good - especially the one on the Indian. 2
- n. All speakers shared excellent insights into the problems of their particular minority. Which accounts for a good solid presentation. 2
- o. Good. The lecture-discussion format works well. The group asked good questions and the discussions were generally lively. 1
- p. Not enough time to really evaluate this area properly, because we know that more materials were available. 1
- q. The games the first day were repetitious and gave a faculty impression of the thrust of the course. 1

5. Resource persons.

- a. Very good. Latino culture, Oscar Cervera and Charles Fernandez both explained things very well. I liked the examples Mr. Fernandez gave with his students. The hands-on-method-reach-out & touch them. Dedication. Black culture, Mary Scott and Winnefred White, the tape they had in the beginning was boring. The discussions were much more interesting. I really learned alot. 1

- (cont.)
- a. Native Americans, Its too bad that Barney Bush could not make it. The film was very good. It really got the point across. The Foreign Student, Vasant Kumar Ph.D. He explained things very well. He took each procedure and broke it down where you could really understand what he was saying. The video tape he showed was interesting. 1
 - b. The resource persons were very interesting and did give insight into causes for communication failures. 1
 - c. All were good! Sorry we missed Barney Bush! 1
 - d. No answer 1
 - e. I think our resource people were average in some areas, and should have been stronger in other areas. 1
 - f. They were consistently interesting and well-informed 1
 - g. All were superb 1
 - h. Excellent. I missed having Barney Bush's presentation. I think the resource persons did a fine job. I especially liked the two for the negro. It allowed an excellent chance for input and generated good audience response. 1
 - i. Very good resource people. 1
 - j. Excellent 2
 - k. Good, but feel they should be given a detailed list of what should be discussed. Felt they were not fully prepared. 1
 - l. A very good approach. 1
 - m. Excellent. These people gave me an opportunity to see situations from their perspective. Often their feelings are forgotten - their interpretations misread. 1
 - n. Did not get as much from resource persons as I did from reading handouts. 1
 - o. Some of the people were tremendous - enjoyed all of them, but would have liked to take a course from the gentleman who came from Fox Valley myself. 1
 - p. Resource persons fine. Good deal for instructor. I'd like that kind of job. 1
 - q. Very interesting speakers. (I hope they could understand my cultural background - I've never really been hung up on it) 1
 - r. Not what I would have expected. They made too many excuses for the failure of their races. Failure oriented. 1
 - s. Some of them were too narrow minded. 1
 - t. Had very much to add. Too bad Barney Bush wasn't available. I was in his class last semester and found the information realistic & excellent. 1
 - u. Good when present. 1

6. Handouts

- a. The handouts were good, but their are so many. I catch up on my reading this summer - (on the hand-outs). 1
- b. Very Good. Easily written and, for most part, fairly new material. 1
- c. Too many in original packet. Later ones given regarding the individual cultural groups are excellent! 1

- d. Good Variety - include Sue Riordan's Displaced Homemaker study (presented as featured segments on Channel 6) on women re-
turning to work/school, etc. 1
- e. Handouts were useful, however, more class time could have opened 1
up good discussions.
- f. Helpful. They'll be useful to have on file for future reference 1
- g. Informative 1
- h. Excellent. Much effort was put into giving us a great deal 1
that was current, informative, and helpful for future reference.
This was just fine.
- i. Very helpful. Good resource material for us. 1
- j. Excellent - serve as a resource library 1
- k. Some Good - Some Not. Felt there were too many. I think you 1
should justify each handout individually.
- l. Valuable information. I am using much of it in a course with 1
teacher-aids.
- m. I now have a nice resource for additional studies. 1
- n. Excellent, the handouts were really instrumental in my under- 1
standing cultural differences and developing methods to deal
more effectively with cultural differences.
- o. Found some of them to be very helpful. 1
- p. Most very good. Agenda seemed like a waste of paper. 1
- q. Adequate handouts. I have shared these with fellow instructors. 1
- r. Far too many. 2
- s. Very helpful. Appreciate having sources for future reference. 1
Happy to see that handouts are not read to us or discussed
verbatim. I'm insulted when read to. Like handouts that are
supplemental which I felt these were.
- t. Very Good. 1
- u. Excellent 1

7. Assignments.

- a. The assignments - was a Learning Experience. 1
- b. Fair enough. However, experiences which raise consciousness 1
aren't likely to happen in five weeks.
- c. OK - but they're such dogs! Am not against them, however. 1
Explanation of what was required was much more clearly defined
for the second half (Mar. - Apr.)
- d. I appreciate being able to choose what I would find helpful 1
as a NEW experience.
- e. I did not feel a real need for the assignments. 1
- f. Sufficient options. More explanation of the possibilities 1
would help (when the assignments are given.)
- g. I would like to see more research done by the class participants 1
in order to fully understand the scope of the various problems.
- h. OK 2
- i. Fair and helpful to us as instruction. Liked being given a 1
choice to choose our approach on the assignment.
- j. Satisfactory. 3
- k. I'd like to see something different in the first half of the 1
course, but that's because I had problems with doing what
was expected.
- l. Applied well to course & our own individual situations. 1

- m. A real learning experience, took much more time than planned but thats okay. 1
- n. Helped to clarify what we are doing by forcing me to put it on paper and organize thoughts. 1
- o. A fair, adequate assignment. I spent considerable time on it conscientiously. 1
- p. Relative. It got me thinking in a direction that I should take in order to look for answers to my question. 1
- q. Appreciate opportunity to explore project that was relevant to me & my needs. 1
- r. Fine 1
- s. Excellent 1

B. What parts of the course were most useful to you?

- a. The discussions we had. Very interesting. I learned just from listening. 2
- b. The speakers experiences in cultural areas different from our own. 1
- c. Suggestions on what can be done - specific classroom techniques. Opportunities to explore with members from other cultural groups where they're at. 1
- d. Contact with Rep. of different cultural groups, with opportunity to ask questions. 1
- e. Class exchange. 1
- f. The presentation on Latinos and the one on foreign students 1
- g. Black vocabulary 1
- h. Resource persons. Input from class. Comments by John which helped to clarify the problem. Handouts. 1
- i. All - needed to get some information on all aspects of language and cultural differences. Films good. 1
- j. Handouts excellent. Resource people & discussion 1
- k. I can't pick any one parts. Most of the course was very useful to me. 1
- l. Resource people; small group discussions. 2 films 1
- m. Project and handouts - Small group session where we identified the majority characteristics. 1
- n. Especially felt the resource people were great. Found it helpful to hear others approaches to problems. 1
- o. No answer 2
- p. General discussion between instructor, resource people & students. 1
- q. Insight into other cultures, attitudes, forced met to investigate mine. 1
- r. Assignment and class presentation. 1
- s. Some of the insights into cultural differences. 1
- t. Legal aspects & resource people. 1

C. Which parts of the course should be altered?

- a. The Handouts 1
- b. The games the first day were repetitious and gave a faulty impression of the thrust of the course. 1

- c. Really none I can think of. 1
 - d. Perhaps have at least two representatives of each group or a panel where different components of that cultural group can be represented - i.e. rep. different age groups view-points etc. 1
 - e. Assignments 1
 - f. No answer 8
 - g. More dialogue between class members to bring about a better understanding 1
 - h. Fine as is 2
 - i. The session on defining culture at the beginning. 1
 - j. Class discussion sometimes seemed pointless. Have more small group discussion. 1
 - k. Don't spend as much time with resource people. The movie on the Indians was a good choice. 1
 - l. Have students, 17 to 25, of the different cultural areas to bring in successes as well as failures. 1
 - m. I think problems women face as far as discrimination goes should also be presented. Chance of videotapes to interactions with minorities, etc. might be helpful. 1
 - n. Increased use of cultural resources (variety) 1
- D. Are there additional content areas which should be added to the course?*
- a. No answer 8
 - b. Perhaps a little more on actual classroom techniques - brainstorming---? 1
 - c. As I suggested before, women returning to school would be helpful and interesting. 1
 - d. Required reading assignments. 1
 - e. No 4
 - f. I believe the class could be extended. 1
 - g. I think possibly some detailed solutions to certain problems would have been interesting. 1
 - h. Maybe some reading assignment i.e. "The Myth of the Deprived Child." Ginsberg. 1
 - i. Oriental culture and more time with Spanish. Black culture was beat to death. 1
 - j. Vietnamese. 1
 - k. No, unless you get a middle class white's view on discrimination 1
 - l. Content, relative to cultural characteristics and behavior. 1
- E. What administrative policies should be added, dropped, or altered to improve services to handicapped students?*
- a. No answer 7
 - b. Pretesting is needed to identify deficiencies and to provide for them. 1
 - c. Better detection of academic weaknesses, remedial prescription, and communication between counselors & faculty, before & during enrollment to the AD programs. 1
 - d. Forget the agenda. 1
 - e. I really think adm. is trying to promote/improve services to disadvantaged students - but must continue! 1
 - f. I'm not familiar enough with these to comment. 1

- g. Improve facilities and attitude changes. 1
- h. Better counseling. But, then teachers of these handicapped-
and it shouldn't be too difficult in checking this out -
should be provided a profile of student. We need some inform-
ation on these students. This is a serious problem. 1
- i. Access to physical facilities should be improved. 1
- j. Mainly attitude. 1
- k. Policies have to be developed to ensure that student finishing
a program have required job entry skills. Enhances has to be
placed on student, teacher, and administrative accountability 1
- l. None that I know of. 1
- m. Mechanism for better screening of applicants and opportunities
to make applicants more aware of expectations of particular
programs. 1
- n. More efficient testing program. 1
- o. Get more students here-Better PR work. 1
- p. Improved diagnostic & remedial services to develop competency 1

F. Other comments?

- a. I learned very much from both of your sessions (LD & Language
Cultural Differences.) It was great! Thank you. 1
- b. No answer 12
- c. I still feel that students must be screened to detect language-
math-grammar and verbal communication deficiencies. Remediate! 1
- d. More time could be spent on discussion following resource persons. 1
- e. It prevented me from ignoring some problems that can be assumed
are going away. 1
- f. The course proved to be much more interesting than I had antici-
pated. the use of resource people and the open question period
work well and generate alot of good discussion. There obviously
is a good deal of attitude changing that needs to be done! A
class of this type at least challenges stereotypes, prejudicial
thinking, etc. 1
- g. Keep up the good work. More of this is needed. 1
- h. I really enjoyed it. I feel sincerely that I have received new
insights into cultural handicaps by attending this class and
listening to comments from others. I really do. Thank you for
all you shared with us. We are very privileged to have you present
these fine MATC inservice classes here. You do a fine job. 1
- i. Enjoyed class. Instruction well done. Well organized & material
presented very helpful. 1
- j. Have students, 17 to 25, of the different cultural areas to bring
in successes as well as failures. 1
- k. Enjoyed the course although I felt I gathered more "useful" in-
formation from the course on the handicapped. 1

Handicapped Students at Nicolet College and Technical Institute

Wednesday, April 19, 1978

Sponsored By:

Nicolet College and Technical Institute

and

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Presented By

Lloyd Tindall, John Gugerty and Carol Crowley
WVSC

9:00 A.M. . Introduction, Rose Nelson, Home Economics Coordinator
Nicolet College and Technical Institute

- . Overview of Day's Program
- . Handicapped Students and Legislative Requirements

10:00 A.M. . Working with Learning Disabled Students
. Film - "If a Boy Can't Learn"

- . Working With Emotionally Disturbed Students
- . Working With the Slow Learners

12:00 Noon . Lunch

1:00 P.M. . Modifying Vocational Programs For Handicapped Students
. Departmental Group Discussions

2:45 P.M. . Needs of Nicolet College and Technical Institute

3:00 P.M. . Adjourn

Professional Development Course

PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS

May 30 to June 2, 1978

Milwaukee Area Technical College

Instructors: John Gugerty and Carol Crowley, Wisconsin Vocational
Studies Center, University of Wisconsin-Madison.

Syllabus

Tuesday, May 30

8:00-9:00 a.m.	Format Assignment Resources Prescription Format
9:00-9:45	Communication Strategies
9:45-10:00	Break
10:00-12:00	Mental Health- What is it? Emotional Problems
12:00- 1:00 p.m.	Lunch
1:00- 2:45	Mental Retardation- What is it; what can we do?
2:45- 3:00	Break
3:00- 5:00	Film: Try Another Way Additional teaching strategies in working with retarded people.

Wednesday, May 31

8:00-9:45	Learning disabilities- what are they? Film: If a Boy Can't Learn Assessing Reading Levels
9:45-10:00	Break
10:00-12:00	Strategies to use with Learning Disabled students.
1:00-1:30	Summary of teaching technique
1:30-2:45	Developing your teaching tool
2:45-3:00	Break
3:00-4:10	Developing your teaching tools con'd.
4:10-4:45	Film: Reluctant Delinquent
4:45-5:00	Preparation for Thursdays Tour.

-over-

Thursday, June 1

8:00-8:45 a.m. Arrive at Curative
Workshop of Milwaukee

9:00-10:00 Tour Facility

10:00-10:30 Return to class

10:30-11:00 Discussion field
experience.

11:00-12:00 How to use vocational
evaluation techniques
and results.
Resource Person: Dan
Mendini, Wis. Voc.
Studies Center

12:00-1:00 Lunch

1:00-2:45 Chemical Abuse-What is
it and what can we do?
Film: *Hollywood Squares*

2:45-3:00 Break

3:00-5:00 The employers perspec-
tive. *Resource Person:*
Mr. Jerome Golner and Mr.
Terry Green, Golner Pre-
cision Products, Hartland,
WI.

Friday, June 2

8:00-9:45 a.m. Culture-What is it?
Majority Culture-
how is it manifest?

9:45-10:00 Break

10:00-12:00 Working with Latino
students.
Resource Person: Mr.
Jose Vasquez, Special
Needs Students Coord-
inator, Waukesha County
Technical Institute,
Waukesha, WI

12:00-1:00 Lunch

1:00-2:45 Working with Black
students.
Resource Person: Ms.
Pat Edwards, Curric-
ulum-Instruction,
UW-Madison

2:45-3:00 Break

3:00-4:00 Working with Native
Americans
Film: Lament of the
Reservation

4:00-5:00 Wrapup - Evaluation
of the course.

PROFESSIONAL DEVELOPMENT COURSE
PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS

May 30, 1978 to June 2, 1978
at
Milwaukee Area Technical College

Instructors: John Gugerty, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison

Carol Crowley, Wisconsin Vocational Studies Center,
University of Wisconsin-Madison

Complete Evaluation: 13/14 Participants

Number of Teachers from Department Area

Funeral Services	1	Nursing	2
Electricity	2	Physical Therapy Asst.	1
Air Conditioning & Refrigeration	1	Counselor	1
Business	1	Botany	1
Machine Shop	3	Foods	1
Practical Nursing	1	Counselor-Instructor,	1
Clothing	1	Basic Ed.	
English	1		

Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Milwaukee Area Technical College from May 30, 1978 to June 2, 1978, which you have just completed.

1. *Number of class sessions (4) and length of class sessions (8 hours).*
 - a. This was a rapid survey course of the whole gamut of disabilities. The 4 sessions were OK although the 8 hr. length became very tiring. 1
 - b. The class was excellent. 1
 - c. It was long day but worth it. 1
 - d. Very good-I feel this type of class structure is more beneficial in that the interests of both instructors and students are focused specifically on the issues at hand. 1
 - e. Too many hours at a stretch. 1
 - f. No. of class sessions was satisfactory, however 8 hours was too much especially because the hard plastic chairs were extremely uncomfortable. I heard many complaints of backache-one person brought a pillow. 1

- g. Length of sessions was, at times, disturbing to me. 1
- h. 8 hours was long for the sessions but it made 4 days possible and I would rather have 4 days than 5. 1
- i. Too long. This is not a seminar and should either be 2 or 3 credits, or shortened. Its too much time for 1 credit. 1
- j. Good. It was an awful lot of material crammed into 4 days. 1
- k. No answer 1
- l. Classes were very long but the subject covered in such a manner that boredom was minimal. I liked the course timing. Perhaps a few more breaks should be considered. 1
- m. Long sessions, but continuity and content very interesting and presented very well. 1

2. *Prescription foundation model approach.*

- a. Very good outline-usable in my department, provided some department administrative barriers could be changed. 1
- b. It was interesting. 1
- c. Individualized approach very good. 1
- d. Very good. 1
- e. No answer. 1
- f. OK 2
- g. I don't really know what this means but if it means the way you set up the sessions & your methods it worked well with me. 1
- h. Good. 2
- i. Excellent. 1
- j. Kept us interested-motivated. 1
- k. I think this approach is very beneficial. 1

3. *Disability area covered.*

- a. A good survey of all main areas--most familiar to me to some extent although time limitations made coverage sometimes superficial. 1
- b. No answer. 2
- c. Very good. Learning disabilities was especially interesting to me. 1
- d. Excellent. 1
- e. Would have liked more on drug abuse. 1
- f. I'm wondering if a brief period of time spent on physiology of common disease processes such as M.S.-M.D. which are progressive in nature, would be helpful. 1
- g. Great. 1
- h. Very good range. I wish we had more time for drug abuse. 1
- i. Good-Some of the areas are not relevant to this school, but they were interesting. 1
- j. Excellent, the tour of the curative workshop was very interesting. 1
- k. The listing is good, however some of the types of disabilities were given too little attention and others a little too much attention. (my opinion) 1
- l. I thought a good job was done in this area. Possibilities that I would not have thought possible now look feasible. 1

4. *Class presentations.*

- a. Great attention-getters, especially early in the week- good involvement of everyone. Visuals helped to summarize main points. 1
- b. Excellent. 1
- c. Very good-good communication was established early & that helps. 1
- d. Excellent-the instructors were very well prepared and knowledgeable of their subject matter, also very motivating. 1
- e. Somewhat uncomfortable with the projects to "teach the point" to the class. 1
- f. Basically, I found them enjoyable & informative. John was particularly good & seemed genuinely interested & committed to what he was saying. Personally, I found that John putting his finger to his cheek to be a distracting mannerism especially in the beginning. It bothered me less as the week went on. 1
- g. Very informative. 1
- h. Films, slides, discussions done well. Nice mix of large & small group work & discussion. 1
- i. Generally good. A good mixture of doing activities with listening & looking. 1
- j. Excellent, the films shown were interesting and did provide a lot of information. 1
- k. Excellent-Hands on project. Really helped me understand problems of the handicapped. 1
- l. Presentations were all very interesting to me. I enjoyed the instructor's approach. 1
- m. Good rounded schedule. 1

5. *Resource persons.*

- a. I found most helpful-especially the physically disabled persons on Thursday. 1
- b. Excellent. 2
- c. Excellent and motivating. 1
- d. Good. Pat appeared to be atypical and did not give much insight as how to deal with black students. Amputee-didn't feel all he had to say was relevant-ie. lessons in health and cross to bear. 1
- e. P. Edwards-expressed my own W. Glasser "Reality Therapy" philosophy- naturally I thought she was great. Jose-good but I thought he rambled & was self-contradictory which lessened his credibility in my estimation. He started me on a "guilt" trip- I'm grateful that Pat took me off. 1
- f. Very interesting, dedicated, well-informed people. 1
- g. Very interesting. I have never been exposed so closely to a Latino or an educated black or a blind person. I appreciated their frankness. The man who lost his right leg was not polished in his presentation but his message made up for it many times. 1
- h. Very good, including the faculty. 1
- i. Excellent, right from the horse's mouth. 1
- j. Excellent-organized, and knew their subject very well-by education and experience. 1
- k. All resource persons were interesting, and well chosen. 1
- l. Good-presents one side of the coin. 1

6. Handouts.

- a. Excellent materials for reference-although I haven't had time yet to cover them all. (You must not have our administrative restrictions on handouts). 1
- b. They will be helpful. Excellent. 1
- c. Haven't had time to read them yet, but know I will have excellent resource material when I need it. 1
- d. Very informational-I also appreciated the way they were presented- (to be read at our discretion). 1
- e. Will read later. 1
- f. Haven't read any yet-you must have more money than we! (MATC) 1
- g. Plenty. Again very informative and a good library. 1
- h. Staggering, diverse, will read every work. Need a larger folder! 1
- i. Excellent. 2
- j. Too many-I hope to have time to read them all-they look very interesting. 1
- k. Adequate! Copious! Appreciated! 1
- l. Excellent-will make interesting reading and reference material. 1

7. Assignments.

- a. Adequate. 1
- b. Acceptable. 1
- c. Good-Hands on is a good way to learn. 1
- d. Very good. 1
- e. Good, although the project is, again, a bit extensive for 1 credit. 1
- f. Hadn't planned to do one but became motivated & am anxious to get going on it. 1
- g. Will give me a chance to apply knowledge to one of my courses. 1
- h. No answer. 1
- i. OK 1
- j. Sufficient for credit given. 1
- k. Very interesting & creative. 1
- l. Good. 1
- m. Fair in time extension for those who wish the second credit. 1
- Practical for each department.

A. What parts of the course were most useful to you?

- | | |
|--|---|
| a. Films-handouts-resource persons. | 1 |
| b. All | 2 |
| c. The very good communication & rapport between students, teachers, & guests! | 1 |
| d. The overall course has benefited me as a person and will definitely enhance my teaching technique. | 1 |
| e. Learning disabilities. | 1 |
| f. The parts on the handicapped, educationally & physically and the part on cultures of various groups. | 1 |
| g. All of it was great but the difficultly worded quote at the beginning really brought up my <u>awareness</u> . | 1 |
| h. The last day was very salient. | 1 |
| i. Handouts, resource people and class presentations. | 1 |
| j. Hands on-visited workshop, and speakers. | 1 |
| k. Learning, emotional and minority considerations. | 1 |
| l. Disability-learning & physical | 1 |

B. Which parts of the course should be altered?

- | | |
|--|---|
| a. Overall I would say none. | 6 |
| b. Shift more attention onto areas which were less covered. | 1 |
| c. More time to discuss each area covered. | 1 |
| d. Simply give more credit, or shorten the time. | 1 |
| e. Work session for those not doing project, this 2-3 hours was tedious. | 1 |
| f. Already mentioned-more on learning disabilities. | 1 |
| g. More information on the American Indian. | 1 |
| h. Cut down Wednesday work session in p.m. | 1 |

C. Are there additional content areas which should be added to the course?

- | | |
|---|---|
| a. No answer. | 4 |
| b. Little more on drug abuse. | 1 |
| c. I would like to see slightly more on how to handle the emotionally disturbed std. in the classroom. | 1 |
| d. Should a handicapped person be placed in a classroom with students who are not? | 1 |
| e. Not that I can think of. | 2 |
| f. More concrete suggestions on how to solve the problems. | 1 |
| g. Don't know for sure. Maybe more concrete information on what an instructor could do in altering their courses. | 1 |
| h. No. | 2 |

D. What administrative policies should be added, dropped, or altered to improve services to handicapped students?

- | | |
|---|---|
| a. Our school is really working at this and will improve its services with teacher input. | 1 |
| b. More course should be adapted to meet the needs of the handicapped. | 1 |

- c. No answer. 2
- d. I think MATC's committee, from the little I know, is fortunate in having Ray and I'm confident he will be a strong advocate. 1
- e. They should meet with Jose Vasques from WCTI and develop their "Special Needs" Department here. 1
- f. Become aware of the needs of the handicapped. 1
- g. Lower the water fountains at the south campus doors. 1
- h. More recruitment. 1
- i. Provide instructors with preparation time to incorporate the necessary course changes need for the handicap. 1
- j. Administration should take time to study & read the recommendations made by the faculty. 1
- k. This area should always lie in a state of improvement by administration & other concerned persons. 1
- l. Far more cooperation with other agencies. 1

E. Other comments?

- a. Film on emot'l disturbance was well constructed- I feel this is a very important area, increasingly important with current rise in suicide in 15-24 yrs. group. 1
- b. This course has been very interesting. 1
- c. Over all a very worthwhile course and very well organized. 1
- d. There are many unused, air conditioned rooms in this building with comfortable chairs. The noise from the street was so distracting that windows had to be closed, then room became stuffy. 1
- e. Course was interesting & enlightening & teachers & guests were excellent-well worth the 4 long days! 1
- f. Filmed presentation-excellent. Entire format, program, instructors. A+ 1
- g. Very good course. 2
- h. To be honest at this time on Fri.p.m. I cannot remember the filmstrip exactly but I know I liked it. 1
- i. I found the movie disturbing, which is what I guess is supposed to happen. Its point is clear. Perhaps if it was introduced in greater detail, or explained more after, its impact would be greater. 1
- j. This should be a required inservice course for all instructors and administrators at MATC. The filmstrip that was shown one of the first days of class was a very good presentation which helped me to better understand the material being presented. 1
- k. I enjoyed the course and feel that John & Carol did an excellent job. They both enjoy their work as it was very evident in their teaching. It was well organized and it was a full 8 hrs./day. I feel I have more of an insight on the handicapped than I had before I attended this class. 1
- l. Thank you for a good week of learning. 1

Wisconsin Vocational Studies Center - University of Wisconsin-Madison
Professional Development Course on
Program Modification and Prescriptive Teaching for Handicapped Students
Instructors - Lloyd W. Tindall, John J. Gugerty, Carol Crowley

Western Wisconsin Technical Institute

Tuesday, June 27

Wednesday, June 28

Thursday, June 29

Friday, June 30

8:00 a.m.	<u>102 Adm. Bldg.</u> <i>Workshop Format</i> <i>Resources for Teaching</i> <i>Prescriptive Approach</i> <i>Assignment</i> <i>Panel on Needs</i> Roger Maline Lutheran Hospital	Group 2 Adm. 102 <i>Learning Disabilities</i> Group 3 - Adm. 106 <i>Emotional Disabilities</i> Group 1 - conf. room student services <i>Mental Disabilities</i>	102 Adm. Bldg. - all day <i>Physical Disabilities</i> Resource Person Phil Malin WWTI Film - <u>Surest Test of a Society</u>	102 Adm. Bldg. - all day <i>Teaching the Disadvantaged</i>
9:00 a.m.				
9:45 a.m.	B R E A K			
10:00 a.m.	<u>102 Adm. Bldg.</u> Evan Lowrey Special Ed. Director Joseph & Lorraine Derouin Parent WWTI Student Robert Rude-WWTI Student <i>Hearing Impairment</i> Tony Sullivan-WWTI			
11:00 a.m.			<i>Hearing Impairments</i> (continued) Film - <u>Work Regulations</u>	<i>Question and Answer Period</i>
12:00 p.m.	L U N C H			
1:00 p.m.	Group 1 - Adm. 102 <i>Learning Disabilities</i> Group 2 - Adm. 106 <i>Emotional Disabilities</i> Group 3 - conf. room student services <i>Mental Disabilities</i>	Group 3 - Adm. 102 <i>Learning Disabilities</i> Group 1 - Adm. 106 <i>Emotional Disabilities</i> Group 2 - conf. room student services <i>Mental Disabilities</i>	<i>Visual Impairments</i> Film <u>What Do You Do When You See a Blind Person</u>	<i>Agency Services</i> Resource Person John Purcell Dept. Voc. Rehab. <i>Job Placement For the Handicapped</i>
2:00 p.m.				
2:45 p.m.	B R E A K			
3:00 p.m.			<i>Drug and Alcohol Abuse</i> Film <u>America on the Rocks</u>	<i>Wrap-up</i>
4:00 p.m.				
5:00 p.m.				

PROFESSIONAL DEVELOPMENT COURSE
PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING
FOR HANDICAPPED STUDENTS

June 27, 1978 to June 30, 1978

at

Western Wisconsin Technical Institute
La Crosse, Wisconsin

Instructors: Lloyd Tindall, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

John Gugerty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Carol Crowley, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Complete Evaluation: 23 Participants

Number of Teachers from Department Area

Agriculture	3	Business Division	1
Health Occupations	1	Administration	1
Home Economics	3	Developmental Division	1
Student Services	2		
General Education	6		
Trade & Industry	3		
Deaf Interpreter	1		
Automotive Division	1		

Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Western Wisconsin Technical Institute from June 27, 1978 to June 30, 1978, which you have just completed.

1. *Number of class sessions (4) and length of class sessions (8 hours).*

- | | |
|---|---|
| a. Good. Much better than 5 days @ 6 1/2 hours (in other words, 4 x 8 is better than 5 x 6+). | 1 |
| b. Appropriate - varied enough that intensive nature of course did not cause tedium or boredom. | 1 |
| c. Appropriate | 1 |
| d. 4 days @ 7 hours, 1 day @ 4 hours: afternoons seemed to get very long. | 1 |
| e. Good amount and length. | 1 |
| f. The sessions were a little too long. Afternoons became somewhat tedious. | 1 |
| g. Good - enough breaks were allowed. Rooms and seating was comfortable. | 1 |
| h. Satisfactory. | 1 |

- i. Good. Long day, to be sure! Handled nicely, though; film/discussion juxtaposed. 1
- j. Good number of class sessions. Length of class sessions was a little long. I would go for (5) and (6) (sessions and length 1 day) 1
- k. I think the number of classes and the length were appropriate. 1
- l. The time element was alright, seemed to go rather fast with lots of information. 1
- m. OK, although sometimes felt long. 2
- n. Very satisfactory - handouts reinforced each presentation. 1
- o. OK. Adequate breaks and variety. 1
- p. Number of class sessions about right. Length of class sessions a little long, although frequent breaks helped. 1
- q. Day was long. Would suggest a 8 to 3:30 period - extend to be a week workshop. 1
- r. Fine. Very tiring but OK. 1

3. *Prescription foundation model approach.*

- a. Not as valuable as rest of session. 1
- b. Excellent. 1
- c. Unfortunately, I missed the initial presentations dealing with this. 1
- d. Good. 4
- e. Good, although I was a little perplexed at specifics. 1
- f. Good approach. 1
- g. ok 1
- h. Very good, if I understand exactly what it means. 1
- i. Operated mainly at the recognition of problem level. At least that's where I operated. 1
- j. Sounds very good. 1

3. *Disability area covered.*

- a. Excellent; covered all types well - ED and LD were most applicable to us and useful. And epilepsy. 1
- b. All things were adequately covered. 1
- c. Thorough, interesting for allotted time. Whets the appetite. 1
- d. Adequately covered. 1
- e. Quite thorough. 1
- f. All were presented openly and professionally. No kidding--all were interesting! Especially the presentation on alcohol and drugs. 1
- g. Quite complete. More than imagined could exist. 1
- h. Pragmatic. Applicable. 1
- i. Excellent. Best part of course. Very comprehensive. 1
- j. Many areas. The many different handouts should be invaluable. 1
- k. Very good. Before entering this session, I was not really aware of all these problems to the degree expressed. 1
- l. Very satisfactory - covered all areas well. 1

- m. Covered a wide range and in an effective depth. 1
- n. You seemed to have covered all areas of disability but due to lack of time some areas were rather quickly covered. 1
- o. Thorough. 1
- p. All disabilities introduced well. 1
- q. Very good. 1

4. Class presentations.

- a. Good variety between lecture, and films. 1
- b. Good 3
- c. Excellent. 6
- d. Excellent presentations. One presenter needs to watch his English usage - although he's knowledgeable, it reduces his credibility. 1
- e. Excellent. 1
- f. Basically good. During some presentations mannerisms and grammatical errors were very distracting. I suspect this was due in part to the new situations and people in the group. 1
- g. Well done, clear, detailed. 1
- h. Excellent. Well presented, rapidly, and varied. 1
- i. Very good. I liked the idea of class involvement. 1
- j. Very good. Again, the subjects were covered as well as could be in the allotted time. 1
- k. Usually well presented. The films were excellent. 1
- l. Usually interesting. Except time spent on task analysis - seems as though task analysis has become a part of every workshop on every topic.
- m. All presentations interesting. 1

5. Resource persons.

- a. Very good. 4
- b. Very effective. 1
- c. Interesting - gave specific examples and specific problems - a must for a course like this. 1
- d. Excellent. 5
- e. Most of them were good - they had both knowledge and interest in their topic. 1
- f. Real good, clear and informative. 1
- g. Good. Blind resource person and alcoholism drug counselor also would be good "extra" 1
- h. Using local resource persons was good. It made me more aware of what we have available and who I will likely be working with in the future. 1
- i. All resource persons were very informative and bringing in both the parent and a student was excellent. 1

- j. They were very helpful in answering questions. 1
- k. Excellent choices and good variety. 1
- l. Very good choices made. 1

6. Handouts.

- a. Very helpful. 1
- b. Very good. A basis for a personal and professional library on disabilities. 1
- c. Extremely valuable and excellent for future reference. 1
- d. Great! Can be used as a source and as a reminder. 1
- e. Very good. 3
- f. Numerous. Many will undoubtedly be useful as future resources. 1
- g. Excellent. 1
- h. Will be helpful. 1
- i. Plentiful and informative. 1
- j. Excellent. Varied and adequate in quantity. 1
- k. Necessary and I hope to find time to go over them. 1
- l. Good, but the amount was very large. Plan to read them prior to the fall term. 1
- m. Voluminous. 1
- n. Many - not yet all read. Will be helpful, and are appreciated. 1
- o. Too many, but I think they will be helpful for future use. 1
- p. Sufficient amount - most worth reading. 1
- q. I was glad to get them for referral. It will save me many hours of research. 1

7. Assignments.

- a. OK, especially since emphasis was on doing something that can be used by instructor rather than an abstract or MICKEY MOUSE assignment. 1
- b. Appropriate. 1
- c. Satisfactory. 1
- d. Not applicable 1
- e. Good. 1
- f. OK. 1
- g. None - except for credit and reading handouts (Excellent way) 1
- h. Appropriate. 1
- i. I think it was too much to expect from a four day workshop. 1
- j. Not needed. 1

A. *What parts of the course were most useful to you?*

- a. The first two days, especially LD and ED and the clues in how to recognize them. 1
- b. All. 1
- c. Everything. A good general overview of all with an opportunity to ask specific questions. 1
- d. Difficult to choose, but I believe emotional disabilities and exercises in all areas which showed how it felt to be handicapped. 1
- e. Presentations by... 1
- f. I found the small groups helpful - also most of the media presentations were good. 1
- g. All. 1
- h. I think everything will be of help to me. 1
- i. Those which considered classroom situations. 1
Those which revealed resources concerning handicapped.
- j. Alcoholism; drug abuse; ERR 1
- k. I think the movie on how to help the blind was very useful. 1
Maybe something similar could be developed for deaf.
- l. The inter-reaction between the presenter and the people attending. 1
- m. Films. 1
- n. All - films really re-inforced learning. 1
- o. Overview, true concerns, realistic approach and expectations. 1
- p. I would probably say all of it. 1
- q. Presenters and resource people sharing their experiences - also films were very useful. 1
- r. Introduction to the total area of the types handicapping disabilities. 1
- s. How to watch for problems and how to increase learning efficiencies. 1

B. *Which parts of the course should be altered?*

- a. Some parts on last two days were too elementary for this group and not related to our job--some of John's lectures dealt with severely handicapped which we don't see and have less use for. 1
- b. None. 5
- c. Leave it as it is! 1
- d. No comment. 1
- e. More time on alcoholism, drug abuse. Less time on job placement and disadvantaged. 1
- f. Some of the class projects like list the 3 most important things to someone poor. Should have been explained a little better what was expected of us. 1
- g. First session. Communications. 1
- h. Time spent in small groups writing task analysis or describing "poor" etc., etc. Might be better done as one group orally in class. 1
- i. Less on alcoholics, more on drug abuse. 1

- c. Are there additional content areas which should be added to the course?
- a. Clues in recognizing Drug problem people perhaps more time on Drug Problems. 1
 - b. Not for our purposes. 1
 - c. More stress of curriculum development. 1
 - d. No presentations were made on speech disabilities. As a stutterer, I wanted the staff made aware of this - in the future? 1
 - e. I'm sure there are, but I cannot name any at the present time. 1
 - f. No. 5
 - g. There could have been more on drugs and how to deal with this type of student. 1
 - h. Communications-especially to teachers (of disabilities, hidden) How? Where? When? Why? 1
 - i. Time was well filled. Perhaps time adjusted for problem intensity. 1
 - j. More time on "skills" to help handicapped. Not enough to know how to recognize. 1
- D. What administrative policies should be added, dropped, or altered to improve services to handicapped students?
- a. Let us know ahead of time that someone has a handicap so we can help, especially epilepsy. 1
 - b. Administrative services of WWTII. A great commitment to serving handicapped. 1
 - c. We need a more open door policy. We must work toward physical 1
 - d. As stated in the discussion, teachers need to know if the student has a problem - in gen. ed, the student is seen 33 times during a course, barely enough time to get to know his name much less his problem. 1
 - e. More interest by administrative. 1
 - f. None. 1
 - g. Better communication to teachers of disabilities which are almost sure to cause a problem later on. 1
 - h. Legal ramifications altered to fit needs of students without "running legislatively scared." Students 1st; protection second. 1
 - i. I think more communication to the class room teacher about any students with special needs. 1
 - j. More information directly to the instructor about an individual's handicap especially if it is hidden. 1
 - k. Open entry - open exit - Added more information to teachers on handicapped, added communication of laws i.e., 503-504, so everyone is in the same ballpark. 1

- l. Added: handicapped programs, Fed, state, local, service, recognition, adaptation resource center. 1
- m. School should improve facilities and make programs so as to attract these students to WWTI. They could be an yet untapped resource for growth of the school. 1
- n. Any student getting aid should be willing to explain problem handicaps with the instructor. 1

E. Other comments.

- a. Very well organized - the summary of the work sheet helps very much--little time is wasted as a result. 1
- b. Excellent job. 1
- c. The handicapped individuals seemed to be quite well adjusted to their afflictions, "models" almost. I think examples of "not-so-well-adjusted" individuals might give a base for more concrete expectations for those of us who lack experience with handicapped students. 1
- d. Coordination was excellent. Tactful. Very receptive. 1
- e. Improve the use of the English language. 1
WWTI could have picked a better room with less noise and better ventilation and more comfortable chairs.
- f. Excellent use of visual materials, enjoyable experience for me. 1
- g. Very worthwhile workshop. 1
- h. It's important to realize that probably all educ. programs can be altered to provide for handicapped persons. 1
- i. The instructors should show more confidentiality than usual because of the information. It was interesting to find out that many of their characteristics were not unusual. 1

In Service Course Participants Assessment of VTAE Services To Handicapped Students

In addition to the above evaluations participants in the Professional Development Courses were asked to assess the services of their VTAE district in meeting the needs of handicapped students. Three questions were asked of participants to accomplish this task. The three questions and a composite of some of the responses are given below. A complete list of responses is available upon request.

Question One - What are the most critical professional goals you must strive for in the next twelve months in order to more effectively serve handicapped students in a vocational setting?

- Educate the entire teaching faculty and staff to the needs and problems of the handicapped.
- Determine if there are parts of industrial programs which handicapped people could use to earn a living.
- A modification of teaching techniques and strategies.
- Become intelligently informed about needs and concerns of handicapped.
- To develop a better survey method by which data may be accumulated for evaluation of students with problem areas.
- Better entry counseling and guidance, students get into programs they really don't understand or qualify for where as others are unaware of areas that might be open to them. Possibly some kind of entry screening might help.
- To increase the awareness of faculty members in my department re the the value in recognizing cultural differences in the student body.
- Our department (English) must develop remedial courses to deal with the needs of disadvantaged students.
- Write course objectives that more accurately reflect job skills and choose textbooks and activities that do the same.
- Ability to recognize those who are handicapped.
- Take a closer look at skills and objectives of the courses in the program; to clearly define expectations of students and think of alternatives to meet goals.
- Create open lab time for students who require more time to reach instructional goals. (But labs are scheduled for non-lab groups who need a discussion room.)

- Work with administration (again!) to implement open-entry, open-exit, self-paced program to meet individual student needs.
- In the three and a half years that I have been teaching I have made considerable improvement in terms of course content, presentation, and evaluation, etc., but at the same time have slid backwards in terms of being personally aware of my students. I find that I don't know them anymore. I'm not really seeing them at all.
- I'd like to try to be more understanding and patient with a slow student so students may then develop his or her creative potential to the fullest.
- To seek out and recognize individual handicaps, especially those which are less obvious.
- To convince some of the faculty that they must serve these students even though they indicate that they are not specially or professionally trained to teach these special students.
- Become more aware of the fact that there are students in school that have handicaps and that there are many different types of them.
- I need a format to accommodate the slower learning rate of students with learning disabilities.
- Need to provide good testing and analysis center to give faculty an idea of how to modify instruction to provide for all students.
- Sensitivity to individuals over and above concerns for getting a job done.
- Coordination of services for special needs students throughout the entire institutional system.
- Develop ability to see and meet short-term goals as a spur to working toward and attaining long-term goals.

Question Two: What are the most important problems that must be addressed by your school as a whole in the next twelve months so that it can serve handicapped learners more effectively and efficiently?

- Curriculum modifications and open exit-entry availability.
- Communication between faculty and administration must be improved.
- More inservice for instructors to be aware of problems that may arise.
- Total faculty must be made aware of the handicapped challenge and it is possible to alter programs to meet their needs.
- Modification of physical facilities!

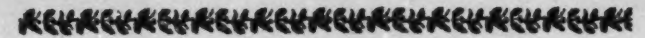
- Get info to us when we have a handicapped person in class, especially epilepsy, ED, huber law students.
- How can we best meet student needs of handicapped instructor's needs in education and legislative legal mandates the best way possible?
- Counseling so students get into program where they can be successful.
- This school should set up a class to teach English as a second language to Vietnamese, Taiwanese and other foreign students presently in the associate degree program.
- Remove handicap barriers - for example: doors to buildings are very hard to open when you are on crutches or in a wheelchair. Bathrooms are hard to get into and out of if in a wheelchair.
- Monetary commitment (facility needs and District concept of teacher load has to change).
- The school must have a board or administrative philosophy (policy statement) regarding handicapped education within the district.
- Better on-the-job training facilities for individualized instruction and observation.
- Change negative attitude of many teachers toward handicapped students. Plan of staff development.
- Make all faculty members, supervisors, etc., aware of the student who is learning disabled.
- Pretest all individuals before admission into an AD program to determine deficiencies, prescribe remedial work, determine cognitive style of learning, etc.
- Plan inservices to educate faculty about legislation, needs of the handicapped, etc.
- More attention to individual needs. We have added a tutoring program for the first time this year, and it is very enthusiastically received by teachers & students.
- Have all teachers take courses such as this one to become aware of problems these students face.
- In-service education should be provided in order to help teachers and staff to relate to the students and provide services appropriate to their needs.
- Pretesting is needed to identify students with skill deficiencies before school starts.

- Better teacher selection & assignment--deeper involvement of immediate supervisors in Departmental affairs to detect stagnation & promote teacher development, cooperation & curriculum development.
- Either better admission standards or better remedial courses so that students are not automatically programmed for failure.
- Remove all obstacles and physical barriers to enter the school.
- Evaluate all courses to see which courses could be modified to accept the handicapped.
- Better preliminary mapping of individual needs and barriers to learning before actual admission to specific vocational programs.
- Actually recruit the handicapped.

Question Three: What are the most important problems which must be addressed on a community-wide basis if handicapped people in this region are to receive quality vocational education services?

- Community involvement and support.
- Make accommodations in transportation and physical facilities so handicapped can get to school.
- Industry must accept the trained handicapped student and be willing to give him a chance to work.
- Disseminate more information regarding available training. Be sure this is realistic for specific types of handicaps.
- It seems to me, all these a b c's are related. The teachers, the school, and community must solve these problems together. 1) Create interest; 2) Give them what they need and can use; 3) Place them in a job that will be enhanced by the education they gained.
- Some means must be found to correlate efforts from year to year so that all basic areas are covered thoroughly.
- Some P.R. work - to raise the level of awareness of who handicapped people are & of their needs.
- First of all acceptance of the handicapped by the community.
- Accessable mass transportation for handicapped - present program should be expanded.
- Redefining terms of reimbursement for equipment, etc. needed by the handicapped. Present system does not encourage the handicapped to seek vocations since minimal income results in loss of financial aids needed to remain independent.

- Referral services that are more accessible to parents and teachers.
- To convince our public that we are doing a good thing when we train these special students.
- Closer articulation with the high schools on identifying handicaps.
- Employers hiring the handicapped after he has received his training.
- Employers must be given more positive incentives and reinforcement for hiring handicapped.
- To convince employers that a handicapped employee would make a good employee.
- Financial aid over a long enough period of time that will allow a severely handicapped or a slow student enough time to complete successfully without undue pressure.
- Find actual employment for trained students.
- Cooperation with employers in hiring and understanding disadvantaged students who have satisfactorily completed a class.
- Cooperation with industry so we have their commitment that they will hire the handicapped.
- Work to improve attitudes and reduce fears of hiring handicapped.
- The community in general must become more accepting of handicapped people as a contributing group in the society.
- Employers need to be willing to accept the person with disabilities as an employee.

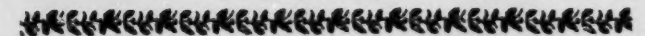


You are invited...

*Resources will provide
information about the
following disability
areas:*

- * Hearing Impairment*
- * Visual Impairment*
- * Emotional Disturbance*
- * Learning Disability*
- * Drug/Alcohol Dependence*
- * Speech Disability*
- * Ex-offenders*
- * Language/Cultural
Difference*
- * Physical Disability*
- * Mental Disability*

**To visit an
Informal Resource Center
concerning Modification of
Vocational Programs for
Handicapped Students**



University of Wisconsin - Madison

INFORMAL

SPONSORED BY:

DISTRICT ONE TECHNICAL
INSTITUTE-EAU CLAIRE
620 West Clairemont Avenue
Eau Claire,
Wisconsin 54701



and



University of Wisconsin - Madison

THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49
321 Education Building
University of Wisconsin-Madison
Madison, Wisconsin 53706

RESOURCE

FEATURING:

Materials from the Wisconsin Vocational Studies Center's free loan library containing information on educating handicapped students will be available, including:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

The Handicapped Projects Staff from the W.V.S.C. will be present during the day to visit with you concerning the education of handicapped students.

CENTER

WHERE AND WHEN:

GOURMET DINING ROOM
ROOMS 22 and 23
MAIN BUILDING
DISTRICT ONE TECHNICAL
INSTITUTE-EAU CLAIRE
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

WEDNESDAY

APRIL 5

9:00 a.m. to 6:00 p.m.

For further information, contact:

Mr. Jack O'Connell
Special Needs Coordinator
District One Technical
Institute-Eau Claire
Telephone: (715) 836-3172

I N F O R M A L

R E S O U R C E

C E N T E R

SPONSORED BY:

MID-STATE TECHNICAL INSTITUTE
Wisconsin Rapids Campus
Five Hundred 32nd Street North
Wisconsin Rapids
Wisconsin 54494



and



THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49
321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Materials from the Wisconsin Vocational Studies Center's free loan library containing information on educating handicapped students will be available, including:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

*The Handicapped Projects Staff
from the W.V.S.C.
will be present during the day
to visit with you
concerning the education of
handicapped students.*

WHERE AND WHEN:

AUDIO-TUTORIAL ROOM
EDUCATIONAL RESOURCES CENTER
MID-STATE TECHNICAL INSTITUTE
Five Hundred 32nd Street North
Wisconsin Rapids, Wisconsin 54494

T H U R S D A Y

A P R I L 6th

9:00 am to 4:00 pm

For further information, contact:

Dr. Max Farning
Administrator, Research and Planning
Mid-State Technical Institute
Telephone: (715) 423-5650

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

NORTHEAST WISCONSIN
TECHNICAL INSTITUTE
2740 West Mason Street
Green Bay, Wisconsin 54303



and



THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49
321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Materials from the Wisconsin Vocational Studies Center's free loan library containing information on educating handicapped students will be available, including:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

*The Handicapped Projects Staff
from the W.V.S.C.
will be present during the day
to visit with you
concerning the education of
handicapped students.*

WHERE AND WHEN:

TEACHERS' LOUNGE / MAIN BUILDING
NORTHEAST WISCONSIN TECHNICAL INSTITUTE
2740 West Mason Street
Green Bay, Wisconsin 54303

THURSDAY,

APRIL 20

9:00 a.m. to 6:00 p.m.

For further information, contact:

Mr. Henry Wallace
Student Services Supervisor
Northeast Wisconsin Technical Institute
Telephone: (414) 497-3134

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

GATEWAY VOCATIONAL, TECHNICAL
AND ADULT EDUCATION DISTRICT

District Office
3520 30th Avenue
Kenosha, Wisconsin 53142



and

THE WISCONSIN VOCATIONAL
STUDIES CENTER

Box 49

321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706



FEATURING:

Materials from the Wisconsin Vocational Studies Center's free loan library containing information on the education of handicapped students will be available:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

The Handicapped Projects Staff from the W.V.S.C. will be present during the day to visit with you concerning the education of handicapped students.

WHERE AND WHEN:

10:00 a.m. to 7:00 p.m.

TUESDAY,
APRIL 25

Room 155
KENOSHA CAMPUS
3520 30th Avenue
Kenosha, Wisconsin 53142

and

WEDNESDAY,
APRIL 26

Gateway Room, Lake Building
RACINE CAMPUS
1001 South Main Street
Racine, Wisconsin 53403

For further information, contact:

Mr. Richard Hart
Community Services Supervisor
Gateway District Office
Telephone: (414) 552-9600, ext. 21

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

WESTERN WISCONSIN
TECHNICAL INSTITUTE
Sixth and Vine Streets
La Crosse, Wisconsin 54601



and



THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49
321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Material from the Wisconsin Vocational Studies Center's free loan library containing information on educating handicapped students is available, including:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

*The Handicapped Projects Staff
from the W.V.S.C.
will be present during the day
to visit with you
concerning the education of
handicapped students.*

WHERE AND WHEN:

STUDIO A, ROOM 203
KUMM BUILDING
Western Wisconsin Technical Institute
Sixth and Vine Streets
La Crosse, Wisconsin 54601

TUESDAY,

MAY 9

10:00 a.m. to 7:00 p.m.

FOR FURTHER INFORMATION, CONTACT:

Dale E. Borer
Special Needs Facilitator
Western Wisconsin Technical Institute
Telephone: (608) 782-6238, Ext. 151

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

WISCONSIN INDIANHEAD
TECHNICAL INSTITUTE
1900 College Drive
Rice Lake, Wisconsin 54868



and



THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49
321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Material from the Wisconsin Vocational Studies Center's free loan library containing information on the education of handicapped students will be available:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

*The Handicapped Projects Staff
from the W.V.S.C.
will be present during the day
to visit with you
concerning the education of
handicapped students.*

WHERE AND WHEN:

L.R.C. ROOM
ADMINISTRATION BUILDING
1900 College Drive
Rice Lake, Wisconsin 54868

WEDNESDAY,

MAY 10

9:00 a.m. - 5:00 p.m.

For further information, contact:

Mr. Gene Christiaansen
Campus Administrator
Rice Lake Campus
Telephone: (715) 234-7082

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

WISCONSIN INDIANHEAD
TECHNICAL INSTITUTE
600 North 21st Street
Superior, Wisconsin 54880



and



THE WISCONSIN VOCATIONAL
STUDIES CENTER
Box 49

321 Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Material from the Wisconsin Vocational Studies Center's free loan library containing information on the education of handicapped students will be available:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

The Handicapped Projects Staff from the W.V.S.C. will be present during the day to visit with you concerning the education of handicapped students.

WHERE AND WHEN:

LEARNING RESOURCES CENTER
WISCONSIN INDIANHEAD TECHNICAL INSTITUTE
600 North 21st Street
Superior, Wisconsin 54880

THURSDAY,

MAY 11

9:00 a.m. - 5:00 p.m.

For further information, contact:

Mr. Fred Baue
Instructional Services Coordinator
Superior Campus
Telephone: (715) 394-6677

Parking will be available in the student lot north of the school on Boundary Avenue.

INFORMAL

RESOURCE

CENTER

SPONSORED BY:

**BLACKHAWK
TECHNICAL INSTITUTE**



and



University of Wisconsin - Madison

THE WISCONSIN VOCATIONAL
STUDIES CENTER

Box 49

321 Education Building

University of Wisconsin - Madison
Madison, Wisconsin 53706

FEATURING:

Materials from the Wisconsin Vocational Studies Center's free lending library containing information about educating handicapped & disadvantaged students will be available, including:

- * books
- * films
- * filmstrips
- * pamphlets
- * workbooks

The Handicapped Projects Staff from the W.V.S.C. will be present during the day to visit with you concerning the education of handicapped and disadvantaged students.

WHERE AND WHEN:

STUDENT LOUNGE
TRADES AND INDUSTRY BUILDING
Central Facility
Blackhawk Technical Institute
Rt. 3, Prairie Road
Janesville, Wisconsin 53545

Tuesday,

May 16

10:00 am to 8:00 pm

For further information, contact:

MR. ZOLLIE HALL
Administrator, Planning and Development
MR. WALTER BABULA
Administrator, Community Services
Administrative Center
Blackhawk Technical Institute
Telephone: (608) 756-4121

**WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON**

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the scope of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, director
Roger H. Lambert, associate director



Wisconsin Vocational Studies Center

University of Wisconsin-Madison

964 Educational Sciences Building

1025 W. Johnson Street

Madison, Wisconsin 53706